NEW SOUTH WALES IMPLEMENTATION PLANS FOR SMARTER SCHOOLS NATIONAL PARTNERSHIPS

TEACHER QUALITY

LITERACY AND NUMERACY

LOW SOCIO-ECONOMIC STATUS SCHOOL COMMUNITIES

The Smarter Schools National Partnerships are a joint initiative of the Australian and New South Wales Governments.
# Contents

## Introduction

### Addressing the Needs of Aboriginal Students

## Teacher Quality

1.0 Operation of the Program
1.1 Schools Selection
1.2 Funding Levels
1.3 Distribution Arrangements
1.4 Accountability Mechanisms

2.0 Reform Priorities
2.1 Sustainability
2.2 Challenges
2.3 Mandatory Reform Elements
2.4 Reforms

3.0 National Partnership Timetable
3.1 Phasing
3.2 Milestones

4.0 Co-investment

## Literacy and Numeracy

1.0 Operation of the Program
1.1 New South Wales Context
1.2 Schools Selection
1.3 The Profile of Schools and Students Covered by the Program
1.4 Funding Levels
1.5 Distribution Arrangements
1.6 Accountability Mechanisms

2.0 Reform Priorities
2.1 Cross-sectoral Approach
2.2 Mandatory Reform Elements
2.3 Aboriginal and Torres Strait Islanders

3.0 Co-investment

4.0 Milestones

5.0 Performance Targets- Facilitation Phase
5.1 Timeframe
5.2 Mandated NAPLAN Measures
5.3 Local Measures

6.0 Links to other National Partnerships
Low Socio-economic Status School Communities

1.0 Operation of the Program
   1.1 Impact of the Partnership
   1.2 Schools Selection
   1.3 The Profile of Schools and Students Covered by the Program
   1.4 Funding
   1.5 Distribution Arrangements
   1.6 Accountability Mechanisms

2.0 Reform priorities
   2.1 Reform Directions
   2.2 Rationale
   2.3 Reforms

3.0 National Partnership Timetable
   3.1 Phasing
   3.2 Milestones

4.0 Co-investment

5.0 Performance Measures

6.0 Links to other National Partnerships

7.0 National Linkages

Evaluation

Appendices

Appendix A Schools participating in the Literacy and Numeracy National Partnership

Appendix B Research base for literacy and numeracy programs

Appendix C Performance targets: mandated measures, local measures, methodology and specific targets

Appendix D Schools participating in the Low Socio-economic Status School Communities National Partnership 2009-2012

Appendix E Research base for the Low Socio-economic Status School Communities National Partnership
INTRODUCTION

1.0 Implementing the National Partnerships in New South Wales

New South Wales is strongly committed to participating in the Smarter Schools National Partnerships on Teacher Quality, Literacy and Numeracy, and Low Socio-economic Status (SES) School Communities.

The Implementation Plans are built on the consistent evidence that teacher quality is the single greatest in-school influence on student engagement and outcomes, that literacy and numeracy attainment is a cornerstone of schooling and that socio-economic status remains a significant determinant of educational outcomes.

While the three National Partnerships chart new directions in their own area, they have clear linkages and together form a cohesive platform for creating higher standards in all schools in the State.

The National Partnerships, together with State, Commonwealth and private investments in schooling will contribute to achieving our overall strategic aims that were agreed by the Council of Australian Governments (COAG) in December 2008.

Participation in the National Partnerships will contribute to:

This objective is achieved by:

<table>
<thead>
<tr>
<th>NSW school students acquiring the knowledge and skills to participate effectively in society and employment in a globalised economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children being engaged in and benefiting from schooling</td>
</tr>
</tbody>
</table>
Implementation of National Partnership reforms in New South Wales will lead to outcomes such as:

- Improvements in literacy and numeracy achievement, particularly for Aboriginal and disadvantaged students.
- An increase in the proportion of students completing Year 12 or AQF Certificate II, including Aboriginal and disadvantaged students.
- An increase in the proportion of students participating in post-school education or training.
- Increased partnership arrangements between schools and with parents, local communities and the higher education sector.
- An increase in the number of teachers accredited at higher levels of the professional standards.
- Increased capacity for school-based innovation focused on improving student outcomes.
- Expansion of the pathways into teaching, including for Aboriginal students and in subject shortage areas such as Maths and Science.
- Improvements to in-school support for teachers and school leaders, including professional development and the use of paraprofessional staff.

1.1 Implementation Timeframe

The Teacher Quality National Partnership is a five year program.

The Literacy and Numeracy National Partnership is a two year program.

Schools participate in the Low SES School Communities National Partnership for four years. This program has four separate cohorts commencing in 2009, 2010, 2011 and 2012 respectively.

Based on the Preliminary Implementation Plan, New South Wales has begun implementation of the three National Partnerships.

- To date, the Commonwealth and NSW Governments have announced thirteen Centres for Excellence to commence in 2010 and the introduction of the Highly Accomplished Teacher scheme.
- Schools participating in the Literacy and Numeracy National Partnerships have undertaken a situational analysis in literacy and/or numeracy as part of their annual self-evaluation process.
Schools in the first round of the Low SES School Communities National Partnership have developed a school plan identifying the reforms best suited to the needs of their students.

New South Wales has also developed a National Partnerships website at www.nationalpartnerships.nsw.edu.au.

1.2 The New South Wales Context

New South Wales has continuously engaged in considered reform in its system of schooling. Indicators of the success of our reforms have been our internationally competitive test scores and the extent to which practices developed in New South Wales are now national standards.

For example, full cohort testing in basic skills has been in place for two decades in New South Wales and common school annual reports across government and non-government schools have been a long-standing requirement. Rigorous teaching standards and teacher accreditation mechanisms have been introduced, with the NSW Institute of Teachers the first to have standards for all four levels of accomplishment (from ‘Graduate Teacher’ level to ‘Professional Leadership’).

High quality professional learning and leadership development programs have been established, new evidence-based literacy and numeracy interventions implemented and specific initiatives to address socio-economic disadvantage have been refined and enhanced.

The State has made significant investments to reduce class sizes in Years K-2, driven a focus on literacy and numeracy in all schools, introduced the ‘Best Start’ initiative to ensure student needs are identified from the beginning of their education and introduced school leaving age reforms to lift the proportion of students successfully completing their education.

Our existing initiatives will give the State a sound base from which to undertake the reforms embedded in the National Partnerships and will lead to broader and deeper reform sooner.

1.3 The Challenge

While the outcomes of New South Wales’s schools are high by international standards, there remains an imperative to make continuous improvements and to ensure that all students benefit from the highest quality education.

It should be a realistic expectation that every child in every school can meet the same high expectations, whether this is expressed through what they should be taught in the curriculum or in the broader goals we have for our young people (such as those expressed in the Educational Goals for Young Australians).
In implementing the three National Partnerships it is recognised that:

- There is more work to do to lift the literacy and numeracy achievement levels of students, particularly in Stages 2 and 3 of the primary years.
- There remains a strong association between socio-economic disadvantage and schooling outcomes – and that early educational disadvantage has long term implications for individuals and the State.
- Increasing the year 12 completion rates must remain a priority.
- Greater effort needs to be directed toward building capacity within schools to improve the educational outcomes of Aboriginal students.
- Current efforts to address issues affecting teacher quality can be fragmented across levels of government and between jurisdictions and systems.
- More focussed, evidence-based reforms are required to take the State’s schools to the next level of performance.
- School leadership, flexibility and community engagement (including with business) will be critical factors in making real, sustained improvements.

1.4 Coverage of Reforms

Collectively, the three National Partnerships provide a significant opportunity to deliver an ambitious program of system-wide, cross-sectoral and school-based reforms.

While all schools will benefit from the program of reform, the more immediate impact will result from participation in the Literacy and Numeracy and Low SES School Communities partnerships. These partnerships include:

- 23 per cent of schools in New South Wales
- 19 per cent of students enrolled in New South Wales
- 48 per cent of Aboriginal students in New South Wales
- 60 per cent of remote schools in New South Wales
- 43 per cent of first phase ESL students in NSW Government Schools

The Teacher Quality National Partnership will further expand the range of schools and students directly benefiting from the initiative.

Additional State resources to broaden and strengthen reforms will also boost participation in the National Partnerships.
1.5 Measuring Our Success

A coordinated assessment framework will be developed to measure the success of the implementation of all three National Partnerships.

School self evaluation will be conducted as part of continuous improvement, program evaluations will guide implementation of specific strategies and a longer-term evaluation process will measure the efficacy of the approaches taken across the three National Partnerships.

A consistent evaluation framework will be applied and this will enable the Partnerships to be responsive to the emerging evidence base (State and national) and for adjustments in emphasis to be made in the light of new evidence.

New South Wales will also participate in the national evaluation to be commissioned by the Commonwealth Government.

Preliminary performance measures have also been identified in each implementation plan.
ADDRESSING THE NEEDS OF ABORIGINAL STUDENTS

New South Wales is committed to lifting educational achievement for Aboriginal students. Our commitment is based on the belief that every child should have the opportunity to reach their potential.

To achieve this goal we will maintain the same high expectations for every child. We will measure our achievements using the same standards for Aboriginal and non-Aboriginal children. We will also provide the support needed to make equality of achievement a reality for Aboriginal children.

The Smarter Schools National Partnerships provide us with the opportunity to accelerate and build on existing programs and to develop new strategies.

1.1 Building on Solid Foundations

Over the past decade New South Wales has undertaken wide-ranging reforms in Aboriginal education. The NSW State Plan, the NSW Department of Aboriginal Affairs Plan 2003-2012 - Two Ways Together, the NSW Aboriginal Education and Training Strategy 2005-2008 and the Partnership Agreement with the NSW Aboriginal Education Consultative Group Inc., have each helped to develop the strategies that are improving the educational outcomes of Aboriginal students in this State.

In 2004, a significant Review of Aboriginal Education led to substantial changes in the way the State approached Aboriginal education. These changes included a new Aboriginal Education Policy and the Schools in Partnership initiative.

The NSW Department of Education and Training also began working towards the progressive development and implementation of Personalised Learning Plans (PLPs) for all Aboriginal students in NSW Government Schools.

Significantly, from 2003-2007 the State participated in a COAG trial in the Murdi Paaki region (Western NSW) which was in part aimed at finding new ways to lift the performance of Aboriginal students through better community engagement. This
trial was considered the most successful initiative of its type and has informed the development of these National Partnerships.

1.2 The Current Context

New South Wales is committed to COAG’s target to halve the gap for Indigenous students in reading, writing and numeracy within a decade. The State also has pre-existing targets that aim for equality of achievement for all students.

To support these targets, government and non-government schools are developing and implementing new plans and strategies. In 2009, the NSW Department of Education and Training developed a new *Aboriginal Education and Training Policy* and *Aboriginal Education and Training Strategy 2009 – 2012*.

The common elements of approaches taken across the State include:

- Setting and maintaining high expectations for all Aboriginal students.
- Supporting teachers, students, parents and communities in having high expectations for Aboriginal students.
- Achievement measured against the same benchmark as non-Aboriginal students.
- A focus on improving outcomes for Aboriginal students in every school.
- Targeted support for Aboriginal students not meeting national minimum standards.
- Early intervention for students falling behind in literacy and numeracy.
- Support for parents/carers to actively participate in their children’s education.
- Professional development for principals and teachers, addressing:
  - Quality teaching and culturally appropriate curriculum
  - Building community relationships to engage parents, Elders, local Aboriginal Education Consultative Groups and Aboriginal community organisations as partners in education
  - Identifying and supporting pathways to employment.

Our collective ability to raise and meet the expectations of students, teachers, the school community and the wider Aboriginal community will be an important contributor to our success in achieving a real improvement in Aboriginal student outcomes at State and National levels.
The National Partnerships will make an important contribution to that effort by focusing effort on what needs to be done; what will be done; and who will lead and partner the work that needs to happen inside and outside the classroom.

1.3 How the Partnerships will work in Practice for Aboriginal Students

The Implementation Plans for each of the Schools National Partnerships include strategies to support Aboriginal students, teachers, school leaders and school communities.

Outcomes include:

- Better knowledge and understanding of Aboriginal student achievement through training in the use of student assessment data.
- Better knowledge and understanding of Aboriginal students as learners through: professional learning programs; the development of relationships with Aboriginal parents and caregivers; and partnerships with Aboriginal communities.
- Principals creating opportunities for all staff to meet and get to know local Aboriginal people as well as understanding and respecting local Aboriginal stories, histories, experiences and connections.
- Development of Personalised Learning Plans that better support the role of the student, teacher and parent/caregiver.

The partnerships will promote and strengthen professional development and innovative teaching, and increasing accountability in schools. They are designed to work interactively, so that initiatives in each partnership enhance each other.

Across the three partnerships there will be involvement of parents and their community in the refinement of school plans. In particular, for schools with Aboriginal students this will include engaging with the local Aboriginal Education Consultative Group or local Aboriginal community members and organisations.

The evidence-based strategies in each partnership have been chosen because they have already proved successful in practice at improving the educational outcomes for Aboriginal students.
Examples of specific strategies include:

**Teacher Quality**

- Professional learning programs for Aboriginal staff including mentoring, resource packages and regional networking will be provided during initial teacher training and in the first year of appointment.

- The creation of paraprofessional support positions for short-term appointments in schools with a high proportion of Aboriginal students, including remote schools. These will assist teachers by providing specified literacy and numeracy support and facilitating small group and one-to-one interventions.

**Literacy and Numeracy**

- The program *Focus on Reading 3-6* explicitly incorporates research-based support for teachers to improve reading outcomes for Aboriginal students in the primary years. The program includes a focus on:
  
  o Students reading a diverse range of subject-based texts from areas across the curriculum that are age appropriate.

  o Teachers supporting students through explicit guided and independent teaching strategies.

  o Providing teachers with knowledge of Aboriginal culture to inform understanding.

- The *Accelerated Literacy* program is designed to improve outcomes for Aboriginal students through an intensive exploration of complex grammar.

- The *Taking off with Numeracy* program is being improved by using the experienced gained in the numeracy trials in Western NSW Government Schools.

**Low SES School Communities**

- Engaging and building the capacity of elders and other Aboriginal community members to provide in-classroom support in relation to core areas such as attendance, reading and numeracy.

- The ‘Schools as Community Centres’ model will link Aboriginal parents and students to services provided by other government agencies, non-government and Aboriginal organisations by bringing these services into the school environment.
1.4 Related Opportunities to Support the Aboriginal Workforce

As well as improving student performance at school, the National Partnerships are designed to improve the outcomes for Aboriginal students once they leave school.

The Teacher Quality National Partnership includes strategies designed to both attract and retain Aboriginal teachers. Examples include:

- Up to 80 new scholarships for Aboriginal students to study education.
- Professional learning programs to develop the leadership capacity of current Aboriginal principals and teachers who are in, and are aspiring to, school leadership positions. Programs will also be available to Aboriginal Education workers who have career aspirations within the education sector.

Within the NSW Department of Education and Training, the *Aboriginal Human Resource Development Plan 2009-2011* has been developed to improve employment and career advancement opportunities for Aboriginal and Torres Strait Islander people. Specific strategies include:

- The creation of the *Winanggaay* website. The website is designed to provide information on career development and opportunities, and is a vehicle for networking with other staff members.
- The employment of four Human Resources officers to provide direct career support to Aboriginal staff.

1.5 Indigenous Education Action Plan Focus Schools (IEAP)

At its September 2009 meeting, the Ministerial Council for Education Early Childhood Development and Youth Affairs decided that schools where significant numbers of Aboriginal students are not meeting the minimum national benchmarks would be targeted with additional assistance, some of which would come from the National Partnerships initiative. Within New South Wales, the coverage of the National Partnership significantly overlaps with the proposed Action Plan.

The NSW National Partnerships Implementation Plans incorporates the critical features such as:

- Identification of need using national performance data.
- Development of strong school plans based on performance data.
- Real engagement with Aboriginal communities in developing school plans.

New South Wales will continue to work with the Commonwealth in order to develop and effectively implement strategies under the IEAP.
1.6 Evaluation

While each individual partnership will have its own evaluation component, it is the consolidated assessment of outcomes for Aboriginal students across all three partnerships that will provide the full understanding of the impact and inter-relationship of the various strategies for increasing Aboriginal attainment.
1.0 Operation of the Program

1.1 Schools Selection

The New South Wales Government, Catholic and Independent school sectors will participate in the Teacher Quality National Partnership Agreement (‘the Agreement’) and implement a range of facilitation and reward reforms to improve teacher quality.

Where actions apply to some but not all schools in a sector, the basis for choosing schools will be indicated.

Participation of Government and Catholic schools will be managed by each school sector. The participation of Independent schools will be coordinated by the Association of Independent Schools.

1.2 Funding Levels

The first four years of the Agreement (2008/09-2010/11) will be funded by facilitation payments from the Commonwealth Government and co-investment from participating New South Wales school sectors. Many of the reforms proposed in the Agreement are designed to be of long lasting benefit to the teaching profession and to have an impact across all schools. The implementation of reform activities will be supported by significant recurrent expenditure on schools funded by the State, the Commonwealth Government and from private sources.

In the final two years of the Agreement (2011/12-2012/13), the Commonwealth Government will make reward payments to New South Wales in accordance with a
schedule reflecting achievement of the reform milestones identified in the Bilateral Agreement and assessed by the COAG Reform Council.

1.3 Distribution Arrangements

Commonwealth Government funds for New South Wales will be received by the NSW Treasury on behalf of the State. These funds will be provided to the NSW Department of Education and Training and then distributed to:

- Government schools through the NSW Department of Education & Training;
- Catholic schools through the Catholic Education Commission NSW; and
- Independent schools through the NSW Association of Independent schools.

1.4 Accountability Mechanisms

For school systems (Government and Catholic) accountability for managing school participation and reporting on milestones and outcomes will be managed by the systems. The Association of Independent Schools will manage accountability in Independent schools.

A funding agreement is in place with the Association of Independent Schools and the Catholic Education Commission that outlines each sector’s participation in the Partnership.

The Association of Independent Schools will have simple funding agreements in place with each participating school outlining their funding eligibility and accountabilities.
2.0 Reform Priorities

For New South Wales, the overarching objective in participating in this National Partnership (NP) is to improve the quality of teachers in order to deliver better student achievement outcomes. Government, Catholic and Independent school sectors in New South Wales all recognise that teacher quality is the single greatest in-school influence on student engagement and outcomes.

Over recent years, a number of evidence-based policy solutions to improving teacher quality have been developed and implemented in New South Wales. New South Wales considers certain key initiatives, such as the establishment of the NSW Institute of Teachers (NSWIT) and its teacher accreditation mechanism, its rigorous, evidence-based teaching standards, and its initial teacher education approval process to be significant and ambitious reforms.

New South Wales believes that it has a sophisticated, evidence-based mechanism within the processes established by the NSWIT. While the NSWIT is an existing body, its work is still evolving. It can usefully serve as a benchmark for ambitious reform in other jurisdictions.

Despite such significant initiatives as the NSWIT, New South Wales recognises that current efforts to address issues affecting teacher quality are fragmented across levels of government and between jurisdictions and sectors. New South Wales is fully committed to delivering reform by actively engaging in both cross-sectoral and national reform activity and committing to common strategic intentions.

In support of the State’s intention to effect ambitious, extensive and holistic reform, the New South Wales Implementation Plan contains significant reform activity against all twelve Facilitation Reforms and all six Reward Reforms. Wherever possible, reform activities are designed to be sustainable and to have a significant impact across all schools.

In addition to delivering improvement within the State of New South Wales, all school sectors in New South Wales view the Teacher Quality National Partnership Agreement as a much-needed catalyst for the delivery of national reform. For this reason, New South Wales is keen to support the sharing of best practice among states and territories. Whilst New South Wales is keen to learn from other jurisdictions, we are also keen to contribute to national reform by extending the machinery established through the NSWIT, hosting national bodies where appropriate and sharing other successful, existing initiatives.

As a quality teaching workforce is critical to the successful implementation of any reform in schooling, in New South Wales the National Partnership Agreement on
Improving Teacher Quality also underpins delivery of both the Literacy and Numeracy and Low SES School Communities National Partnership Agreements. New South Wales views all three Schools National Partnerships as a significant opportunity to contribute to the achievement of COAG and National Education Agreement national policy and reform objectives.

The diagram below shows how the main reforms contained in New South Wales’s Implementation Plan reflect the teacher ‘lifecycle’ continuum, and indicates the scope of Teacher Quality reform activities and their relationship to the other Schools National Partnership Agreements. An overview of current activity in New South Wales (in each school sector) in the area of teacher quality reform is provided at **8.0 Current activity in NSW in each school sector in the area of teacher quality reform**.

**THE TEACHER QUALITY CONTINUUM**

**Teacher education**

**Early career**

**Career teacher**

**Leader**

**The reform agenda in NSW**

- **National professional standards** adopted, reforms to initial teacher training implemented and accreditation of ‘highly accomplished’ and ‘leading’ teachers aligned with national approach.

- **School Centres for Excellence** established in 50 locations, in partnership with the university sector, to serve as hubs to demonstrate and develop high quality teaching. The Centres will provide professional experience placements, professional development and mentoring, and share best practice approaches in classroom teaching. More than 200 schools – across the full range of performance – will be involved.

- **Internships & professional experience programs** for graduates, focusing on Aboriginal students, retraining graduates and high achievers.

- **Classroom-based quality teacher positions** created to play a lead role in school-based professional learning for student improvement.

- **Teacher mentors and paraprofessional positions** established to improve in-school support in low SES, Aboriginal, remote and challenging schools to support teachers to lift the educational attainment of students, and to support beginning teachers.

- **Learning registers** for teachers undertaking mandatory and voluntary accreditation, to support participation in high quality professional development courses (including content based)

- **Increased school-based decision-making** trialled and leadership development implemented to lift school performance.

**A platform for other reforms**

- **Low SES School Communities National Partnership** schools will be supported through measures to attract, develop and support quality teachers and school leaders. A number of these schools will adopt specific measures such as quality teacher positions and paraprofessionals.

- **Literacy and Numeracy National Partnership** schools will be supported through reforms to lift teacher quality. These schools will also benefit from specific measures such as school-based professional learning to support improved classroom practice.
2.1 Sustainability

Sustainability of most of the reforms in the Teacher Quality Partnership will be ensured by the creation of national bodies, frameworks and processes. Agreed national professional teaching standards, consistent and moderated accreditation and certification and an agreed national approval process for initial teacher education will not disappear or become irrelevant at the end of this agreement.

New South Wales supports the decision of the September 2009 meeting of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) to establish a national institute for teaching and school leadership to:

- develop and oversee a set of national standards for teaching and school leadership and implement an agreed system of national accreditation of teachers based on these standards; and
- promote excellence and national leadership in the professional development of teachers and school leaders.

The new institute could also provide the necessary ongoing oversight of the teacher quality national reforms, to provide sustainability in the reforms by contributing to consistency, reliability and validity of the processes and the frameworks.

Some of the particular activities contained in this New South Wales implementation plan will be difficult to sustain as they rely on an injection of funds that may not be available beyond the four year life of the Agreement. In these cases, the focus of reform activity is on changing culture and practices that may have inhibited mobility, placement, career structure or reward in the past. It is anticipated that the reform of these elements will facilitate sustainable improvement in teacher quality across New South Wales.

The sustainability of a pilot of enhanced school-based decision-making (30 school trial) will be informed by rigorous program evaluation at the end of the 2 year trial (see Reward Reform 4 for further details).

The engagement of the NSWIT and the cooperative engagement of all relevant sections of the New South Wales jurisdiction with the operations of the new national institute will also contribute to the sustainability of the initiatives outlined in this plan.

2.2 Challenges

**Industrial Relations**

The management of industrial relations poses a significant challenge. Reforms such as creation of new staffing classifications and reward structures, flexible employment and career paths, professional learning registers for teachers
undertaking mandatory and voluntary accreditation, new incentives, performance management and others will require negotiation with industrial groups.

**Cross-Sectoral Practices**

A related challenge is inherent in the different starting points across the school sectors. New South Wales intends to attempt cross-sectoral reform in all areas of the Partnership, but this will be complicated by some existing practices. For example, Independent schools that have adopted a standards-based teachers' agreement reward teachers who are accredited at the higher level of accomplishment with higher salaries. For Government schools, the Implementation Plan proposal is not to automatically increase the salary of every accredited teacher. Rather, it is proposed that a new classification be created for ‘highly accomplished’ teachers, with a certain number of positions to be funded in identified schools.

**Role of Universities**

A further challenge will be negotiating the new expectations of the tertiary sector. Many of the reforms proposed have implications for the existing relationships between universities and schools and with the school sectors as employers of graduate teachers.

**2.3 Mandatory Reform Elements**

While school sectors will implement the range of reforms that will be most effective in their contexts, between them they will be required to participate in implementation of the following facilitation reforms:

1. World-leading professional development and support which will empower principals to better manage their schools to achieve improved student results and higher quality to lead performance improvement at the local level;
2. New Pathways into teaching;
3. Better Pathways into teaching;
4. Indigenous education pathways;
5. New professional standards to underpin national reforms;
6. Nationally-agreed process for accrediting/certifying Accomplished and Leading Teachers;
7. Joint engagement with higher education providers to improve teacher quality;
8. Establishing quality placements for teacher education courses;
9. Establishing School Centres for Excellence;
10. Improved mobility of the Australian teaching workforce;
11. Improved quality and availability of teacher workforce data; and
12. Improved performance management and continuous improvement in schools (linked to professional learning and national standards).

2.4 Reforms

Facilitation Reforms
Efforts to improve teacher quality across the Australian teaching workforce will be facilitated through the creation of national structures. National facilitation reforms will need to be agreed in 2009 in the following areas:

- national registration of teachers;
- national teaching standards at all four levels (i.e. graduate, competent, accomplished and leading);
- a national approach to assessing and approving pre-service teacher education programs; and
- a national framework for the assessment of teachers at accomplished and leading teacher levels.

New South Wales expects to endorse and commence implementation of national reforms as soon as they are finalised and communicated. New South Wales is currently participating in the development of national reform activity through the National Teacher Quality Steering Committee and its sub-groups.

Furthermore, New South Wales supports the establishment of a national body that could quickly establish the machinery to support the National Partnership reforms.

New South Wales will implement the following initiatives in support of the mandatory national facilitation reforms in the Teacher Quality National Partnership Agreement:
Facilitation Reform 1: World-leading professional development and support which will empower principals to better manage their schools to achieve improved student results and higher quality to lead performance improvement at the local level

- All school sectors in New South Wales support the decision of MCEECODYA to establish a national institute that will include among its functions the development of a framework for the recognition and accreditation of providers of professional learning for principals. The national institute will recognise the delivery by a number of providers and will recognise or register courses and programs against agreed criteria to deliver a range of professional development modules. The modules will develop the strategic leadership capacity of principals.

- The national institute should include a specialist committee to oversee the school leadership functions. Along with the recognition of professional learning programs addressing leadership, the institute should have the capacity to develop high quality strategic professional learning programs in conjunction with jurisdictions and specialist providers. New South Wales is keen to ensure that such programs include a focus on addressing data use/performance improvement.

- The national institute, through its school leadership function, will endorse providers to deliver targeted professional development courses using flexible online delivery and local delivery.

- The above proposals would be advanced through the proposed Australian Institute of Teaching and School Leadership.

- NSW Department of Education and Training (DET) has a full suite of leadership programs for aspiring, newly appointed and experienced school leaders. These programs are aligned to NSW DET key accountabilities and capabilities. All leadership programs focus on school improvement.

  NSW DET is committed to and well positioned through DET research to support the development of national standards for school leaders. When standards are developed NSW will map the new national standards against NSW DET programs and look for synergies across states and jurisdictions.
<table>
<thead>
<tr>
<th>Facilitation Reform 2: New pathways into teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Up to 300 teaching scholarships will be offered by DET to promote teaching as a career for students in Year 12, people currently undertaking teacher education studies at university, and people seeking a career change. Scholarships will target curriculum and geographical areas of need.</td>
</tr>
<tr>
<td>➢ In addition, up to 60 teaching scholarships will be offered by the NSW Catholic Sector.</td>
</tr>
<tr>
<td>➢ Of the 300 DET scholarships, up to 80 scholarships for Aboriginal students interested in careers in teaching will be offered. This is more than double the number of scholarships offered since 2005 as a result of the NSW Review of Aboriginal Education. In addition, the 300 scholarships include 20 scholarships under the DET Enhanced Teacher Training (ETT) Program, for teaching in schools with significant Aboriginal communities.</td>
</tr>
<tr>
<td>➢ Of the 60 scholarships to be offered by the NSW Catholic sector, up to 15 scholarships for Aboriginal students interested in careers in teaching will be offered.</td>
</tr>
<tr>
<td>➢ NSWIT provides for a conditional accreditation pathway under Section 31 of the NSW Institute of Teachers Act that allows individuals with relevant Bachelor’s degrees to commence teaching under supervision while undertaking their teacher education qualification. This provides a formal licence to teach for graduates with an undergraduate degree who have not yet undertaken a teacher training course, where the employer wishes to employ in this way. It requires a scheme of supervision and the completion of a teacher training course within four years.</td>
</tr>
<tr>
<td>➢ New South Wales is interested in exploring the application of the University of Melbourne teaching program for graduates in New South Wales under the New Pathways reform. The Victorian program that is managed by Teach for Australia and subsidised by the Commonwealth Department of Education, Employment, and Workplace Relations, can be adapted for use in New South Wales so that non-teaching graduates may be attracted to teaching for short-term, specific-purpose appointments (with a pathway to a long-term career, if desired), and would be conditionally accredited and mentored in their appointments.</td>
</tr>
<tr>
<td>➢ New South Wales is designing a modified version of the program that incorporates elements of the Victorian initiative, but which is particularly suited to the New South Wales context and workforce requirements. This would include a 6-7 week training course followed by a structured induction first semester whereby graduates would work under gradually diminished supervision. Discussions with DEEWR about the development of a similar model, tailored for New South Wales, that could be implemented after DEEWR’s review of the Teach for Australia first tranche implementation, will continue.</td>
</tr>
</tbody>
</table>
The NSW DET has recently moved away from a targeted strategy for “career changers” as this was no longer an effective method for meeting workforce needs. Quality of applications declined and results were mixed. Nevertheless, New South Wales will implement the following reforms to enhance the flexibility of pathways into the profession. However, as this work is being framed through the National Teacher Quality Steering Committee, further detail is pending.

- New South Wales will implement a teacher internship program - in collaboration with the universities, and taking account of differing industrial contexts for the sectors - whereby graduates training and re-training as teachers can be placed in schools for their final semester, on reduced teaching loads with teacher-mentor support. Up to 70 fourth year interns are planned for DET.

  Up to 20 fourth year interns are planned for the Catholic sector.

  Up to 10 fourth year interns are planned for the Independent sector.

- Undergraduate education student pathways programs will be offered through regional universities in partnership with schools. These programs will help staff in isolated and rural schools.

  The DET ‘Beyond the Line’ professional experience (practicum) trial program will be offered to initial teacher education students to experience teaching in more isolated/rural locations. The program will commence in 2010 and, depending on the evaluation outcomes, may be offered in subsequent years. Where students meet requirements a further opportunity for internships in these locations may be offered.

- NSW DET will develop a tailored program that is highly selective and incorporates intensive mentoring and enhanced flexibility so that identified need is better targeted towards challenging low SES areas and schools with significant Aboriginal student enrolments (Enhanced Teacher Training Program).

  This entails a comprehensive range of initiatives with universities which will facilitate this process such as focussing the Enhanced Teacher Training program on teaching in schools with significant Aboriginal communities and including in country ‘immersion’ placements with community mentors; the Centres for Excellence focus on initial teacher education quality placements as well as the cross sectoral work on developing common templates and focused staff learning modules related to teaching standards and quality placements. Work will be undertaken in all of these areas in 2010.
Facilitation Reform 4: Indigenous education pathways

➢ Up to 80 DET teacher education scholarships will be offered to Aboriginal people (minimum 1 year to maximum 5 years in duration). Holders of these scholarships will be mentored while at university and during their first year of teaching.

Up to 15 of the above teacher education scholarships will be offered in the Catholic sector.

➢ Support will be provided to increase the number of Aboriginal people entering the teaching profession through teacher education scholarships and both DET’s and CEC’s pathway for Aboriginal Education Officers and Aboriginal school administrative and support staff.

In the Catholic sector, Aboriginal education officers will promote and support career development for Aboriginal employees.

➢ Traineeships for Aboriginal staff in Independent schools will be offered to up to 5 Aboriginal school administrative and support staff.

➢ These strategies will align with national directions in relation to increasing qualification levels of current Aboriginal education workers.

➢ A program for fourth year teaching students who agree to be appointed to schools with high Aboriginal enrolments will be offered by tender to universities willing to include specific course content. An ‘in-country’ professional experience placement with the support of an Aboriginal community mentor will be included for up to 20 students in each year.

In the Independent sector, up to 5 internships will be offered for the final year teacher education students who agree to work in the schools providing the internship. The internships will be provided to Aboriginal students in their final year and/or final year students who agree to teach in the schools with high Aboriginal enrolments which provided the internship.

➢ Provision of ongoing career support for Aboriginal teachers (and other Aboriginal employees) through professional development, mentoring, shadowing and leadership programs. In DET, for example, opportunities will be promoted/information provided through the following:

  ○ DET ‘Winanggaay’ website;
  ○ Aboriginal human resources project officers will offer ongoing advice and support;
  ○ An orientation guide/journal will be provided to all newly appointed Aboriginal
teachers;

- Regional Aboriginal networks will provide professional development and networking opportunities;

- Mentoring will be offered to all Aboriginal teacher education scholarship holders in their first year of teaching as well as while at university;

- Mentoring will also be offered to all newly appointed Aboriginal school administrative and support staff;

- ‘In country’ immersion programs will be part of the course for Enhanced Teaching Training scholarship holders in addition to mentoring in their first year of teaching; and

- Career development programs such as shadowing and coaching will be offered for Aboriginal staff.
Facilitation Reform 5: New professional standards to underpin national reforms

- All school sectors in New South Wales support the process for producing a set of national standards developed in consultation with practising teachers at each of the three originally commissioned levels (competence, accomplishment and leadership) and the addition of graduate standards to sequentially align with them.

    Adoption of the national set of standards is, in principle, supported by New South Wales and a practical transition from existing formulations to the new national standards will commence progressively from the point of national agreement.

    Carriage of the progressive implementation of the new national teaching standards will be given to the new national institute and New South Wales will work to effect a smooth transition to the national standards at each accreditation point. There will need to be careful transitional arrangements and timelines for universities to adapt already approved programs and programs that are already being delivered.

- As the national institute identifies specific mandatory areas for inclusion within teacher education programs, the NSWIT would apply these requirements within its own processes in accord with agreed transitional arrangements.

- All school sectors in New South Wales consider that the new national institute will be commissioned to work cooperatively with state regulatory authorities and jurisdictional employing authorities, under each of its functions. The nature of this interaction will vary across the different functions and will include the development and adoption of common national requirements, the national recognition of consistent State-based approaches and processes, as well as pursuit of shared agendas by jurisdictions but with specific local elements included.

    The above proposals are supported by the proposed roles of the Australian Institute of Teaching and School Leadership (see Section 2.1: ‘Sustainability’ above for details).
Facilitation Reform 6: Nationally-agreed process for accrediting/certifying Accomplished and Leading Teachers

- All school sectors in New South Wales support the MCEECDYA decision to establish a national teaching institute with multiple functions. The operational commonality at each of the four accreditation/certification levels would likely differ between the levels, especially in early years (this means that the national requirements, and approval processes, for pre-service courses might be more nearly identical across the jurisdictions than the operational machinery for higher level certification, but with a core embedded). This will be necessary to facilitate the realistic adoption of the core national requirements at each level by each jurisdiction, within its operational processes.

- Regarding voluntary accreditation at the higher levels, the project to establish a national institute and develop its work plan would require oversight from MCEECDYA and the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC), and be inclusive of non-government schools representation, with clear delineation of the core national elements and the variety of possible jurisdictional operational elements.

  National higher level standards, indicative evidentiary requirements, requirements for core processes such as peer assessment, external moderation, etc, would need to be developed nationally and adopted without structurally mandating all aspects of the process. (Some jurisdictions may not wish to locate these processes in their local teaching institute as New South Wales does; rather preferring an employing authority-based process that nevertheless conforms to the national requirements).

  It would be possible to accommodate jurisdictional preferences for the alignment of certified teachers with specific work appointments. One possible model would be a jurisdictional agreement with the national institute that sets out its version of the national core requirements, with all jurisdictions recognising the equivalence of the outcomes on the basis of the common core elements.

- New South Wales will develop, register (through the NSWIT course registration process), and deliver more professional development courses for teachers that focus on quality teaching and deeper subject content knowledge. Requests for Tender will be issued for developing content-based professional learning for teachers that is aligned to the national curriculum framework and to state syllabuses, and which can be widely delivered, including through on-line delivery.

  For example, New South Wales proposes to develop a ‘Grammar for Teachers’ course that would be nationally available. This is in recognition of the explicit and systematic teaching of grammar focus in the draft National Curriculum English Framework, and the lack of explicit grammar training experienced by much of the teaching workforce.
New South Wales will develop registered professional learning incorporating a range of modes of delivery including facilitated online delivery to meet the needs of teachers in rural and remote locations.

New South Wales’s proposals under this facilitation reform are consistent with the emerging functions of the proposed Australian Institute of Teaching and School Leadership.
### Facilitation Reform 7: Joint engagement with higher education providers to improve teacher quality

- For pre-service teacher education, national graduate standards are required (perhaps available by the end of 2009) and a final version of the proposals from the National Pre-Service Teacher Accreditation Working Group (NaPSTA) needs to be adopted.

  There will need to be a negotiated set of arrangements with jurisdictions, and with universities and other providers. Some jurisdictions are likely to prefer direct national approval processes, administered by the national institute. In other cases, the existing State-based processes will be overhauled to conform to the core national elements and the operational process located in the state institute but compliance audited by the national institute.

  There will need to be an ongoing process for the requirements to teach (the implications of the standards and other stand alone requirements) to be kept up to date and this would be overseen by MCEECDYA. New South Wales notes the MCEECDYA decision to further consider the extent to which teacher registration requirements would be included within the scope of the new institute.

- New South Wales would support the inclusion of agreed mandatory modules in initial teacher education (e.g. modules that would give students an understanding of assessment and uses of data to improve teaching and learning).

- New South Wales proposes the development of a national policy and process for publicly assessing the relative quality of key aspects of teacher education courses (such as entry requirements, exit assessments, and content strength). Each aspect would be placed on a statistically valid differential scale, with each aspect assessed on the same scale for all universities.

- New South Wales proposes a program to establish teacher preparation units and a second major in teaching within content degrees. This would entail identifying key content degrees (e.g. History, English, Mathematics) and providing support, including professional experience (practicum) placements, to achieve a double degree (the content area and teaching) within a content faculty.

- The program would include sponsoring selected teacher educators as well as selected accredited teachers to present final year units of study on teaching in content faculties.

- The NSWIT has established a number of graduate standards and associated mandatory requirements focussed on the teaching of Aboriginal students that all pre-service programs must meet.

  As part of this Implementation Plan, the Institute will examine the implementation of these requirements across New South Wales teacher education programs. Universities will be invited to participate in a cooperative examination of the content and teaching
strategies currently on offer, gather evidence of effectiveness where available, and to prepare a report on strong and credible approaches to ensuring all student teachers are well equipped to meet the learning needs of Australia’s Aboriginal students. Employing authorities, teachers, principals and Aboriginal stakeholder organisations, such as the Aboriginal Education Consultative Group, would participate in the review.

The outcomes of this review would contribute to the revision of New South Wales requirements and would be made available to the proposed new national institute to help inform its work in establishing new national requirements for high quality teacher education programs.

- New South Wales will establish a joint project with higher education providers on professional experience. This is detailed at Facilitation Reform 8.
Facilitation Reform 8: Establish quality placements for teacher education courses

- From 2010 DET will trial two professional experience (practicum) placement programs for teacher education students: ‘Beyond the Line Professional Experience’ and ‘Beyond the Bridge Professional Experience’. These programs will offer students the opportunity to undertake a professional experience (practicum) placement in schools in western and south western Sydney and some non-metropolitan locations.

  At the end of 2010 the programs will be evaluated and will be offered in subsequent years, pending the results of the evaluation.

  Over the life of these programs up to 100 teacher education students will be offered the opportunity to participate in the programs. A variant of the programs will also be offered to aspiring executive staff and principals.

- The NSWIT and the NSW Teacher Education Council (representative of all Deans of Education) will lead a project aimed at producing a common framework for the professional experience component of all teacher education programs in New South Wales.

  The project will be cross sectoral, aiming to produce common templates (for instance assessment instruments for applying graduate standards in the practicum), common expectations and role definitions across university and school participants and possible related professional development modules).

  DET, Catholic and Independent school authorities, teacher and principal representatives from all sectors, and academics will work with the Institute to develop the common framework which will inform the revision of pre-service programs in New South Wales.

  The outcomes could be made available to the emerging national accreditation system under the umbrella of the Australian Institute of Teaching and School Leadership.

  The project will support high quality placements in all New South Wales schools, and across all New South Wales teacher education programs, and it will relate high quality supervisory and mentoring practices with elements of the accomplished and leadership levels of the professional teaching standards (including the national standards at highly accomplished and leadership when they become available).

- The School Centres for Excellence (DET, CEC and AIS) will support the development of specific teaching skills for initial teacher education students in conjunction with the universities (described in Facilitation Reform 9 below).

- Up to 100 internships for final year students will be offered in locations including remote and challenging schools, and in the maths, science and IT subject areas (these will vary according to need). This will provide students with a known period of engagement aligned to the duration of the internship. Dependent on vacancies,
permanent employment will be offered to outstanding interns in targeted areas. Interns will be co-mentored by university and teaching staff.

Up to 20 of the above internships for final year students will be offered in the Catholic sector.

Up to 10 of the above internships for final year students will be offered in the Independent sector.
Facilitation Reform 9: Establish School Centres for Excellence

- New South Wales will create up to 50 Centre for Excellence school sites in partnership with universities, so that the benefit can be extended to 150 - 200 schools. Schools will be identified for participation by each sector, based on different criteria. For example, they might be low SES schools with low literacy and numeracy performance, which could benefit from an injection of resources and expertise. Alternatively, they may be high performing schools with an existing relationship with a university and the demonstrated capacity to perform the functions of a ‘hub’ school.

- In New South Wales, the establishment of School Centres for Excellence will be closely integrated with the implementation of the following reforms:
  - Facilitation Reform 8: Establish quality placements for teacher education courses;
  - Reward Reform 1: Improved pay dispersion to reward quality teaching;
  - Reward Reform 2: Improved reward structures for teachers and leaders who work in disadvantaged rural/remote and hard-to-staff schools; and
  - Reward Reform 3: Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous rural/remote and hard-to-staff schools.

- DET Centres for Excellence will be school sites for demonstrating, developing and sharing high quality teaching leading to improved student outcomes. DET Centres for Excellence will include the following features:
  - professional experience placements;
  - site-based teacher education;
  - professional development planning and resourcing aligned to standards;
  - aligned mentoring programs to promote professional learning for early career teachers;
  - school-university partnerships and research and potential enhancements through technology, Connected Classrooms, Digital Education Revolution initiatives, including in rural and regional areas;
  - site-based education partnership with teacher education institutions in remote and rural areas;
  - professional learning programs that prepare site-based teacher educators;
  - strong linkages between initial teacher education programs and transition to
teaching and teacher induction programs;

- professional development programs aligned to standards;
- succession management;
- flexible delivery and customised operations and structures; and
- active partnerships between high and low performing schools to enable teachers to share knowledge of best practice approaches, with a particular focus on in-classroom practices.

DET Centres for Excellence will be phased-in over 2010–2012 in two tranches, with funding allocated for two years to each Centre.

During each of its two years of operation, each DET Centre for Excellence will receive: ‘start-up’ funding; a Highly Accomplished Teacher (including salary and on-costs); and a paraprofessional support position (including salary and on-costs).

- The Catholic sector will establish 10 of the Centres for Excellence to focus on specific areas of curriculum provision, pedagogy and parental engagement over the term of the National Partnership agreement. These targeted initiatives will incorporate features to ensure high quality outcomes for the communities they serve with some establishing new positions to achieve the desired benefit.

- In the Independent sector, the Independent Schools Centre for Excellence will enable Independent schools which have demonstrated strengths in the reform areas identified across the 3 Smarter Schools National Partnerships to be resourced to support other schools within the sector.

The Independent Schools Centre for Excellence (ISCE) will support schools within the sector to demonstrate, develop and share high quality teaching and learning. Teachers and leaders in schools contributing to the activities of the ISCE will be involved in working with their colleagues through mentoring, modelling, collaborative planning, team teaching and developing teaching resources.

The AIS, the Independent Schools Leadership Centre and the Independent Schools Teacher Accreditation Authority will provide professional support for the activities of the ISCE. Activities will include:

- Working with Aboriginal elders and communities to build capacity;
- Acknowledging and rewarding up to 10 teachers accredited at Professional Accomplishment who will be selected to work with colleagues participating in the Smarter Schools National partnerships;
- Increasing the number of accredited teachers by supporting the initial application and accreditation process for up to 80 teachers applying for Professional
Accomplishment and Leadership;

- Enhancing external partnerships with parents, schools, businesses and communities;
- Providing quality practicum placements; and
- Supporting school operational arrangements which encourage flexibility and innovation

Detailed guidelines and fact sheets regarding the establishment of School Centres for Excellence across NSW’s school sectors are available on the NSW National Partnerships website:

Facilitation Reform 10: Improved mobility of the Australian teaching workforce

- All school sectors in New South Wales support a nationally consistent set of teacher registration/accreditation requirements being included within the remit of the new national institute (noting the MCEEDYA decision for this matter to be further considered in late 2009). Any agreed national requirements would be implemented in New South Wales through the NSWIT in cooperation with school employing authorities.

- National registration of teachers should be delivered through the registering activities of state teaching authorities, modified to incorporate the application of one national set of graduate teaching standards, and one national set of requirements for the approval of pre-service teaching courses. This would result in one common vision and set of requirements for what it takes to be a teacher in Australia, with the cross-jurisdictional automatic recognition of all registered teachers underpinned by a national set of requirements that articulate a standard that defines quality. Difficult issues such as differing state-based criminal record requirements could be excluded from the initial national requirements and considered over a longer timeframe.

- A national institute would be the site for genuinely national oversight of the currency of the requirements implied by the national standards (entry requirements, English language requirements, rules for overseas qualifications recognition, etc).

- One outcome of graduation from a nationally approved teacher education course would be automatic universal eligibility for provisional registration/accreditation anywhere in the nation. Universities would be able to more confidently develop and promote national courses, leading to a more robust market in teacher education courses. Employing authorities would respect these outcomes, and the universal recognition of the courses and the qualifications they issue will be an incentive for universities to seek early national recognition.

- The New South Wales proposals under this facilitation reform are consistent with the emerging functions of the proposed Australian Institute of Teaching and School Leadership.
Facilitation Reform 11: Improved quality and availability of teacher workforce data

- New South Wales, as a member of the National Teacher Quality Workforce Data subgroup, is participating in the determination of the National Teacher Workforce Dataset and the subsequent longitudinal study.

New South Wales will participate in the national project through the National Teacher Quality Steering Committee process and will contribute data.

A data management system that manages and tracks completion of Teacher Professional Learning, aligned to the Professional Teaching Standards will be further developed and implemented for accredited New South Wales teachers through the NSWIT.

- The NSWIT tracking tool will identify any gaps (e.g. in Professional Teaching Standards addressed, geographic availability, support for syllabus areas and subject content) regarding provision of professional learning aligned to the Professional Teaching Standards in New South Wales. This will support the sharing of good practice regarding effective professional learning nationally.
Facilitation Reform 12: Improved performance management and continuous improvement in schools (linked to the professional learning and national standards)

- The Teacher Quality Research Sub-Group of the National Teacher Quality Steering Group has a project to map existing systems of performance management and make a report on the processes currently in place across Australia and some key principles and examples of good practice to assist future policy making.

- New South Wales will establish a performance and development system aligned to jurisdictional and systemic key accountabilities and competencies to further promote a culture of school improvement and improved student achievement. This system will be aligned with key requirements, professional learning and national standards.

- Pending seeing a proposal for a national system, New South Wales will consider implementing training in the use of performance management systems that are linked to the key requirements, professional learning and national standards, as they develop. Currently, New South Wales (DET) requires every school plan to incorporate professional learning for teachers that targets meeting school-specific learning targets. Also, all New South Wales teachers and principals are required to complete an assessment and review process annually.

- New South Wales will develop an annual assessment and review process for executive staff in schools (DET).
Reward Reforms

Reward Reform 1: Improved pay dispersion to reward quality teaching

- The establishment of 100 new positions, located in Centres for Excellence and other identified challenging schools (including those identified in the Low Socio-economic Status School Communities National Partnership) will reward quality teachers.

In DET schools the positions will be identified as ‘Highly Accomplished Teachers’ and will:

- be classroom-based, but with a reduced teaching load;
- require a preliminary online application for Professional Accomplishment or Professional Leadership with the NSW Institute of Teachers and positive feedback from the Institute regarding likelihood of accreditation success as a pre-requisite;
- require completion of a submission for accreditation at Professional Accomplishment or Leadership within the two year appointment;
- be additional staffing (i.e. additional to the staffing allocation for the schools in which they are located);
- play a lead role in school-based professional learning programs;
- have a role that includes mentoring, managing professional experience (practicum) placements, and providing demonstration of high quality teaching;
- form part of the school executive team;
- incorporate work with cluster schools;
- liaise with partner universities;
- be of two years’ duration, with the possibility of extension in schools under the low SES National Partnership; and
- undertake part-time lecturing in teacher education courses, focussing on professional practice; introduction to competence standards; and school/system orientation.

- The salary classification for Highly Accomplished Teachers in DET schools will locate the position between Assistant Principals/Head Teachers and Deputy Principals in the current scale based on the NSW Teachers in Schools and Related Employees Salaries and Conditions Award 2009.

- The Independent Schools’ remuneration scale is established through industrial
agreements.

Through the Independent Schools Centre for Excellence the sector will provide support to schools to increase the number of teachers accredited at Professional Accomplishment. Support will be provided for up to 10 teachers to achieve accreditation at Professional Accomplishment. These teachers will demonstrate high quality teaching, provide leadership in professional learning programs and mentor other teachers. Schools will also be assisted to support the initial application and accreditation process for up to 80 teachers applying for Professional Accomplishment and Leadership.

➢ The Catholic sector will establish up to 40 new positions in conjunction with the establishment of Centres for Excellence. These positions will have titles and remuneration commensurate with their function within the structure of the Centres for Excellence.

These positions will vary according to the needs of individual dioceses. All will work in schools with teachers to develop and enhance teaching capacity.

Titles for these positions also vary but will include: ‘Teacher Leader’, ‘Teacher Educator’, ‘Leading Educator’ and others yet to be determined.

Positions will be established by appointments of up to 4 years.

*Detailed guidelines and fact sheets regarding the establishment of Highly Accomplished Teacher positions in NSW government schools are available on the NSW National Partnerships website: http://www.nationalpartnerships.nsw.edu.au/announcements/index.htm*
Reward Reform 2: Improved reward structures for teachers and leaders who work in disadvantaged rural/remote and hard-to-staff schools

- A range of strategies to support teachers in remote locations including incentive transfers, rental subsidies, additional personal and family leave, additional training and development days, a retention benefit and allowances for isolation from socio-economic goods and services, will ensure appropriate reward for all eligible teachers.

- Teachers newly appointed to schools under DET’s Schools in Partnership (SiP) initiative may take up their position up to six weeks in advance during the preceding year to assist them to develop their understanding of the school and its community.

- Payment will be provided to principals of the DET Centres for Excellence, some of which are also hard to staff schools and schools in challenging communities.

- Up to 50 Teacher Mentors in each year of the agreement, paid at rates equivalent to Head Teacher/Assistant Principal to recognise the importance of their role in the development and retention of beginning and early career teachers. A number of these positions are in schools which are hard to staff and schools in challenging communities. The Teacher Mentor, as an additional to establishment position, also adds additional expertise to the school team.

- DET will develop a menu of incentives which schools (in the National Partnerships) can use to achieve targets in their school plan. This will include employing Highly Accomplished Teachers, paraprofessionals and teaching teams; professional development; flexible school organisation and the capacity to employ teachers prior to starting their first permanent appointment (extension of the SiP initiative referred to above).

- The Catholic sector will attempt to attract staff to hard-to-staff schools by way of incentives such as an allowance and/or subsidy.

  An incentive payment will be provided to principals of some CEC Centres for Excellence.

  Teacher Mentors will be incorporated into Catholic school structures to support the development and retention of beginning and early career teachers.

- Rural and low SES schools in the Independent sector have raised access to professional learning as a critical issue. The Independent sector will provide subsidies to support teachers from rural, remote and disadvantaged communities to access professional learning. Depending on the level of subsidy, up to 150 subsidies will be provided to assist with travel, accommodation, sustenance and teacher release.
**Reward Reform 3: Improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools**

- New South Wales will create up to 100 paraprofessional support positions to support teachers to focus on student learning. Some of these will be allocated to the 50 Centres for Excellence and other identified schools in the Low SES National Partnership.

- In NSW DET, paraprofessional positions will be available for short term appointments to low SES, Aboriginal, remote and challenging schools. Paraprofessionals will undertake a range of teacher support tasks including providing specified literacy, numeracy and/or technology support; and facilitating small group and one-to-one interventions.

  The Catholic sector will create up to 20 paraprofessional support positions to support teachers to focus on student learning. Some of these will be allocated to Catholic Centres for Excellence and other identified schools in the Low SES National Partnership.

  In the Independent sector, up to 10 paraprofessionals will be engaged to support teachers to focus on student learning. These school based positions will be short term appointments to support teachers addressing the student outcomes, particularly in literacy and numeracy, to meet the objectives of the Smarter Schools National Partnerships.

- Specific training will be provided to these paraprofessional positions. There will be a prerequisite minimum Certificate III qualification requirement for some of these positions.

- New South Wales will deliver improved in-school support including preparation/induction programs and use of expert coaches and mentors.

- New South Wales will provide professional development for school administrative and support staff – particularly Aboriginal education support staff. Professional learning will align to the key accountabilities of their role and responsibilities and lead to qualifications within the Australian Training Qualifications Framework, where appropriate.
Reward Reform 4: Increased school-based decision-making about recruitment, staffing mix and budget

- Schools currently without as high a degree of local decision-making (i.e. government sector) will be targeted for a trial of enhanced decision-making, where principals will have increased opportunities for responsibility for recruitment, staffing mix and budget decisions, within a state-wide and systemic framework.

- Independent and Catholic schools are already well positioned in regard to this reform.

- In the Catholic sector, the development of school leaders to better facilitate these higher order management skills will be enhanced to ensure the best possible opportunity for school communities.

- Professional Learning opportunities in the development of school-based leadership will be provided for up to 750 school leaders (principals and aspiring principals) by both Diocesan and school sponsored programs.

- The Independent Schools Leadership Centre will expand its provision of courses to support newly appointed principals, executive staff, those preparing for principalship and middle managers to non member schools. Each course forms part of a framework which recognises the interactivity of the roles and responsibilities of the leadership team while providing the specific knowledge and skills as the building blocks for each targeted group of participants. Subsidies will be available to expand Independent sector participation in professional learning in leadership and to support the leadership team in Independent schools from rural, remote and disadvantaged communities to access professional learning in leadership.

- Principal professional development as provided to Independent schools will be shared across the sectors to support principals to make informed school-based decisions about recruitment, staffing mix and budget.

- DET will give new decision-making authority to local school communities including in a number of identified disadvantaged schools. 30 schools will be selected to pilot school operations reform options based on the capacity and willingness of their school community to participate, and in consultation with relevant unions and principals' groups.

Process:

- Government schools across New South Wales invited to express interest in participating in the trial.

- 30 schools selected, ensuring all school types and sizes are represented. This will enable evaluation of outcomes across a range of different school types and settings.
development of a more comprehensive global budget for trial schools – this will be based on the formula for the existing staff entitlements and budget allocation.

clarification of what flexibilities will be available for principals in terms of staffing mix where vacancies occur.

a series of engagement workshops and learning opportunities held: (i) September 2009 – initial workshop for principals including professional learning plans and initial budgets; (ii) November 2009 – operational strategies for HR; communication and evaluation, staff management issues and possible solutions; (iii) December 2009 - individual training sessions covering necessary operational matters for other school staff for project start up in school 2010 (e.g. online support; cultural change and development to suit increased local management). Each trial school has online access to HR and finance scenario planning tools.

baseline information established across a range of school functions for the 30 schools.

stakeholders informed about the operation of the new systems as well as reporting requirements.

finalisation of online support systems and set-up of external support structures (e.g. phone assistance personnel, project Wiki).

by start of 2010 all trial principals a) understand the full leadership, management and cultural implications of joining the trial; b) have begun to work with finance/HR operating systems; c) have adjusted their school plan to the new flexible environment in conjunction with their key stakeholders and School Education Directors; and d) have established themselves in the support network.

by late January 2010 trial schools begin operating with increased flexibility and authority.

media/communications strategy developed (and ongoing).

final information gathering against baseline during the project and at the end of the 2 years.

The pilot will provide an opportunity for schools to increase their ability to focus on the achievement of certain learning outcomes and will be carefully monitored. It is possible that specific student attainment levels may increase, in keeping with context, as a result of schools being better able to target resources. It is similarly anticipated that increased flexibility and authority for principals could enable a strengthened focus on Aboriginal learning outcomes in relevant school communities. Other significant areas to observe that the trial may influence could include increases in community confidence, better programs, stronger student support, more effective and rapid staff professional learning, better use of resources, and stronger, more confident leadership.

The trial will run for two years (2010/2011) and principals will receive a comprehensive
outline of their staffing costs, a staffing scenario planner, and their budget, alongside clear guidelines about the increased flexibility available. They will be supported to develop a school plan that will outline how they will allocate their budget. Principals will have a “one stop shop” for advice; specifically chosen and trained personnel for their HR, finance, general and evaluation questions as well as the support of their School Education Director. The pilot will be supported by principal preparation and professional development, including opportunities for government school principals to share professional development that is provided to Independent school principals. Principals will be supported in their decision-making but will be required to explain their choices and ultimately demonstrate achievement of their school plan. Reporting on staffing actions and finances by all schools involved in the pilot will be monitored closely.

Evaluation of this project will cover aspects such as staff and school community engagement with the pilot; focus on improvement (i.e. in what ways/to what degree are the increased school-based decision making prerogatives being used? Has the pilot helped the school focus its effort better? More broadly, does the pilot highlight possible improvements in DET administrative systems – e.g. finance, staffing, ITD?). The evaluation will look for improvements in the full range of student opportunities, school functions and community confidence and engagement, as well as the effectiveness of the systems put in place to support the change.

Importantly, what new programs and opportunities have been created for students, staff and community as a result of the enhanced flexibility?

The sustainability of this reform will be influenced by the evaluation.
## Reward Reform 5: Continual improvement program for all teachers

- New South Wales will establish school-based learning registers for teachers, to support their participation in high quality professional development courses, including content based, aligned to school improvement targets and personal professional learning plans.

- The learning registers proposed would build on current arrangements being implemented for ‘new scheme’ teachers but would have a more extensive reach (i.e. be established for all teachers who are undertaking accreditation at higher levels, and be available to all teachers on a voluntary basis). It will be consistent with the professional learning framework being developed through MCEEDYA and the proposed national institute.

- The NSWIT will implement a data management system that manages and tracks completion of teacher professional learning, aligned to the Professional Teaching Standards for accredited New South Wales teachers.

- Innovative and flexible delivery of Institute-registered professional development that addresses the professional teaching standards will be made available to schools. This will include online delivery.

- All sectors will encourage and support the participation of staff in certification and accreditation at higher levels through the Institute of Teachers.

- Regionally-based projects with small groups of exemplary teachers will be conducted. Teachers will be identified by recommendation that includes their impact on student outcomes.

- The group of teachers will operate as a network and a focus for leading the teachers’ professional learning, including examination of educational research and student data in areas relevant to the Professional Teaching Standards.

- The work of the network will result in the teachers understanding that they have reached ‘professional accomplishment’ and therefore will undertake formal recognition of this through the Institute of Teachers accreditation process.

- The NSWIT and the NSW Teacher Education Council (representative of all Deans of Education) will lead a project aimed at producing a common framework for the professional experience component of all teacher education programs in NSW. (Full details of this project are available at [Facilitation Reform 8](#)).

The project will support high quality placements in all New South Wales schools, and across all New South Wales teacher education programs, and it will relate high quality supervisory and mentoring practices with elements of the accomplished and leadership levels of the professional teaching standards (including the national standards at highly accomplished and leadership when they become available).
## Reward Reform 6: Indigenous teachers’ and school leaders’ engagement with community members

- Up to 100 schools will engage in strengthening their relationship with local Aboriginal people to build their knowledge and competencies in Aboriginal cultures, histories and contemporary issues.

  Up to 25 of the schools that participate in the initiative will be from the Catholic sector.

  The Independent Schools Centre for Excellence will expand the current work in strengthening relationships with local Aboriginal communities. Schools and communities with well established relationships will collaborate with other schools and communities to:
  - provide on-going professional learning in meeting the needs of Aboriginal students;
  - support schools to engage with their community;
  - support schools in collaborating with their community particularly in the areas of attendance, literacy and numeracy.

- The programs will significantly expand work already begun in this area. Schools and communities are to be encouraged to work together as partners in NSW schools.

- This program will focus on what we know works:
  - Strengthening school leadership capabilities to improve engagement between schools and local Aboriginal Education Consultative Groups (AECGs) and Aboriginal communities across the state;
  - Leaders and teachers engaging Elders and Aboriginal community members to provide advice and support in relation to core areas such as attendance, reading and numeracy; and
  - Support for building competencies in Aboriginal cultures for all staff in partnership with Elders, local AECGs and community members.

- Teachers and school leaders will be encouraged to participate in Aboriginal education and cultural immersion programs. Localised cultural immersion programs are intended to develop cultural knowledge and understanding of local Aboriginal communities among teachers and school leaders as a first step in the pathway to developing competencies in Aboriginal cultures. The focus of these programs is on connecting newly appointed staff with the local community early when appointed to the school.

- Ongoing professional learning in identifying, understanding and meeting the needs of Aboriginal students will be provided for leaders and staff.
3.0 National Partnership Timetable

3.1 Phasing

Based on the Preliminary Implementation Plan, New South Wales has begun implementation of the Teacher Quality National Partnership. To date, the Commonwealth and NSW Governments have announced thirteen Centres for Excellence to commence in 2010 and the introduction of the Highly Accomplished Teacher scheme.

3.2 Milestones

Milestones that will trigger facilitation funding are as follows:

<table>
<thead>
<tr>
<th>Due date</th>
<th>Milestone</th>
<th>Facilitation Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2009</td>
<td>Signing of bilateral agreement and State Implementation Plans.</td>
<td>$1.92m (full payment 2008/09)</td>
</tr>
<tr>
<td>December 2009</td>
<td>Acceptance of the NSW Final Implementation Plan.</td>
<td>$3.12m (75% payment 2009/10)</td>
</tr>
<tr>
<td>April 2010</td>
<td>State report on progress.</td>
<td>$1.04m (25% payment 2009/10)</td>
</tr>
<tr>
<td>October 2010</td>
<td>State report on progress. Revised implementation plan with priority actions for 2011.</td>
<td>$8.16m (75% payment 2010/11)</td>
</tr>
<tr>
<td>April 2011</td>
<td>State report on progress.</td>
<td>$2.72m (25% payment 2010/11)</td>
</tr>
<tr>
<td>October 2011</td>
<td>State report on progress. Revised implementation plan with priority actions for 2012.</td>
<td>$9.85m (75% payment 2011/12)</td>
</tr>
<tr>
<td>April 2012</td>
<td>State report on progress.</td>
<td>$3.28m (25% payment 2011/12)</td>
</tr>
</tbody>
</table>
Triggers for Reward payments are cumulative as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Triggers</th>
<th>Reward Payment and weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2011</td>
<td>• 50 mentors appointed</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• 35 quality teacher positions created*</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• 35 paraprofessionals appointed</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• 15 enhanced decision-making schools in place</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• 50 schools participating in Indigenous community engagement programs</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td>$56.03m</td>
</tr>
<tr>
<td>July 2012</td>
<td>• 100 quality teacher positions created*</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• 100 paraprofessionals appointed</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• 30 enhanced decision-making schools in place</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• 65 payments provided to principals</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>• 100 schools participating in Indigenous community engagement programs</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td></td>
<td>$56.03m</td>
</tr>
</tbody>
</table>

* Highly Accomplished Teachers and Catholic and Independent sector equivalents.
4.0 Co-investment

<table>
<thead>
<tr>
<th>($ million)</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation Funding</td>
<td>1.92</td>
<td>4.16</td>
<td>10.89</td>
<td>13.13</td>
<td>-</td>
<td>30.10</td>
</tr>
<tr>
<td>Reward Funding</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>56.03</td>
<td>56.03</td>
<td>112.06</td>
</tr>
<tr>
<td><strong>Total Commonwealth Facilitation &amp; Reward Funding</strong></td>
<td>1.92</td>
<td>4.16</td>
<td>10.89</td>
<td>69.16</td>
<td>56.03</td>
<td>142.16</td>
</tr>
<tr>
<td>NSW Investment</td>
<td>0.79</td>
<td>2.05</td>
<td>3.43</td>
<td>3.20</td>
<td>-</td>
<td>9.46</td>
</tr>
</tbody>
</table>

The investments made through this partnership to develop and implement evidence-based interventions to improve teacher quality will have an impact across the Catholic, Government and Independent school sectors in New South Wales. There is currently a significant investment by all school sectors in actions that support the reform directions of this Partnership. The co-investment outlined in the National Partnership represents only a small proportion of the investment in this area by all school sectors.

In implementing the partnership, $6.2 million of reprioritised funding over the life of the Agreement will be invested by DET in:

- scholarships to promote teaching as a career (including specialist scholarships for Aboriginal students in Year 12);
- targeted professional experience placements (such as ‘Beyond the Line’ and ‘Beyond the Bridge’); and
- teacher mentors.

Catholic and Independent schools will contribute to this National Partnership through existing investment in evidence-based strategies to improve teacher quality.

The Catholic sector will invest a minimum of $1.895 million over the life of the Agreement in facilitating teaching scholarships and pathways for fourth year undergraduate students and the provision of support to ensure the success of Teacher Quality reforms.
The Independent sector will invest $1.365 million over the life of the Agreement through the Leadership Centre, professional support for school leaders, support for accreditation of teachers through the Independent Schools Accreditation Authority (ISTAA) and the provision of professional development registered through the NSWIT.
5.0 Performance Measures

Below is an indicative set of performance measures:

Professional Development

- Teacher professional learning: Professional Development activity to support delivery of Teacher Quality initiatives

Pathways

- Scholarships: Number of scholarships delivered
- Internships: Number of internships conducted
- Teacher mentors: Number of teacher mentors appointed

University Partnerships

- Centres for Excellence: Number of Centres for Excellence established and number of schools participating in the initiative
- Quality placements:
  - Number of students placed under the ‘Beyond the Line’ and ‘Beyond the Bridge’ professional experience programs
  - Number of fourth year teaching students appointed to schools with high Aboriginal enrolments participating in an ‘in country’ professional experience placement

Performance Management

- Performance management and development systems: Schemes in place for teachers, executive and principals

Rewarding Quality Teaching

- Quality teacher positions: Number of quality teacher positions created
Improved Reward Structures

- Payment to principals: Number of payments provided to principals of School Centres for Excellence

Improved In-School Support

- Paraprofessionals: Number of paraprofessionals appointed

Increased School-Based Decision Making

- Enhanced Decision-Making: Number of schools participating in the enhanced decision-making trial

Improvement Program

- Professional Learning: Data management system in place to manage and track completion of teacher professional learning, aligned to the Professional Teaching Standards for accredited NSW teachers

- Accreditation: Number of teachers applying for and gaining accreditation at higher levels

- Indigenous Engagement:
  - Number of schools participating in Indigenous community engagement programs
  - Number of teachers and school leaders participating in Aboriginal education and cultural immersion programs
6.0 Links to other National Partnerships

A national quality teaching workforce is critical to the successful implementation of any reform in schooling, including those proposed in the Literacy and Numeracy and Low SES NPs. The Teacher Quality NP will develop the structures and strategies needed for system-wide reform and creation of a national quality teaching workforce.

**Interaction with Literacy and Numeracy National Partnership**

The measures to be supported through the Literacy and Numeracy NP complement the reforms proposed in the Teacher Quality NP.

The Literacy and Numeracy NP will implement evidence based literacy and numeracy strategies, including for students with particular learning needs and will also provide funding for innovative approaches to lift teacher capacities, including literacy and numeracy specialists to support teachers.

**Interaction with the Low Socio-economic Status School Communities National Partnership**

Teacher Quality is at the centre of the Low SES School Communities National Partnership. The Low SES Partnership relies on a menu of reforms that to a large degree focus on measures to attract, develop and support quality teachers and school leaders in low SES schools.

The effectiveness of the Low SES National Partnership will be greatly enhanced by the reforms outlined in the Teacher Quality NP to attract, develop and support quality teachers and school leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools, including the employment of Highly Accomplished Teachers.

It should be noted that the Teacher Quality reforms aim to attract, develop and reward a broader, national pool of quality teachers (from which the teachers required for the Low SES Schools NP will need to be drawn). The Teacher Quality NP also aims to attract high quality teachers and school leaders to a range of hard-to-staff schools, which are not necessarily low SES schools.

The national standards for teachers and national accreditation of Leading and Accomplished teachers to be delivered through the Teacher Quality NP will provide a clear and objective means of identifying high quality teachers.
The Low SES NP also builds on the system-wide reforms proposed in the Teacher Quality NP to improve performance management in schools and increase the level of school-based decision-making in relation to recruitment, staffing mix and budget (including a clear role for principals). The Low SES NP will provide the intensive and focused support required for these reforms in low SES schools.
7.0 National Linkages

Through the reform activity outlined in this Implementation Plan, New South Wales will ensure that its education system can deliver the quality of schooling needed to achieve the objectives for schooling established through COAG (and contained in the National Education Agreement), that:

- all children are engaged in and benefiting from schooling;
- young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving;
- schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children;
- Australian students excel by international standards; and
- young people make a successful transition from school to work and further study.

Raising teacher quality provides the platform both for raising student performance and for making progress on other school reforms endorsed by COAG. School leaders, for example, will face greater challenges in recruitment or building performance cultures without a systemic focus on quality in the teaching profession.

Achievement of the COAG objectives will be central to Australia’s ability to increase workforce productivity and participation, which is needed to meet the economic and social challenges presented by an ageing population and a continuing skills shortage.

The Teacher Quality NP provides an opportunity for significant national initiatives that will strengthen reform across Australia. Through this Partnership New South Wales will be an active participant in the many national reforms currently underway.

In addition to those reforms already underway, New South Wales proposes the following national initiatives:

- The establishment of a specialist capacity for School Leadership within the proposed new national institute to provide a framework for the recognition and accreditation of providers of professional learning for school leaders.
- A national teacher institute based on a federalist model to oversee all national approval and accreditation processes (this accords with the September MCEEDYA decision). Its key task would be to provide a common standard of quality assurance.
➢ As part of the National Teacher Institute a national policy and process for registering teacher professional learning courses that will include a database of registered courses and a rating of courses by teachers.

➢ A national qualifications database, identifying pre-requisites and content requirements for teaching and entry into teaching courses.

➢ A national moderation and exchange program to ensure consistency of application of standards across Australia.
## 8.0 Current activity in each school sector in the area of teacher quality reform

<table>
<thead>
<tr>
<th>Relevant NP Reform</th>
<th>Current activity in the area of teacher quality reform (in each school sector)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation Reform 1</td>
<td>The Independent Schools Leadership Centre provides professional support for leaders in Independent schools to make appropriate decisions about recruitment, staffing mix and budget.</td>
</tr>
</tbody>
</table>
| Facilitation Reform 2 | Some Catholic Dioceses currently offer limited teacher employment support and teaching scholarships.  
Indepenent schools offer a range of strategies including internships, and conditional accreditation. Some schools pay university fees for these teachers.  
The NSW DET offers a range of scholarships and other targeted recruitment measures. Currently up to 230 teaching scholarships, including 60 for Aboriginal people and 20 under the Enhanced Teacher Training (ETT) Program. The latter was part of a 3 year trial due to finish in 2009 but has been extended under the NPs. |
| Facilitation Reform 3 | Some Catholic Dioceses currently offer limited teacher employment support and teaching scholarships. Country dioceses offer pathways programs for 4th year education students through regional universities.  
Independent schools offer a range of strategies including internships and conditional accreditation. Some schools pay university fees for these teachers.  
DET offers a range of scholarships to attract people into... |
teaching in public schools. Refer to comment above (see Facilitation Reform 2).

| Facilitation Reform 4 | Some Catholic Dioceses offer scholarships to students of Indigenous origin. Seminars are offered for secondary Indigenous students on career options. Some Independent schools transition their school leavers into the teaching profession during their years of tertiary study. DET currently offers teaching scholarships for Aboriginal people. Additionally, DET offers a number of final year scholarships (additional to those above) for either Aboriginal or non-Aboriginal teacher education students to undertake enhanced teacher education training to teach in schools with significant Aboriginal communities. These scholarships have been offered since 2006. Refer to comment above (see Facilitation Reform 2). |

| Facilitation Reform 5 | Through the NSWIT, New South Wales has invested heavily in the development of professional teaching standards for graduate, competent, accomplished and leading teachers. All sectors have supported the NSWIT. The Association of Independent Schools of New South Wales has developed its own standards for experienced and accomplished teachers which are aligned to the NSWIT framework. The standards form the basis of teacher professional development. NSWIT registers professional development courses that explicitly address demonstration of the standards in practice. |

| Facilitation Reform 6 | The NSWIT has developed a process for accrediting teachers at four levels including Professional Accomplishment and Professional Leadership. Accreditation at the higher levels is voluntary. The AIS has developed its own standards for experienced and accomplished teachers which are aligned to the NSWIT framework. The AIS have higher remuneration for teachers accredited at the higher levels. |
| Facilitation Reform 7 | The NSW Institute of Teachers Initial Teacher Education Committee has cross-sectoral participation. All initial teacher education is approved through the committee. A policy is in place for Higher Education providers, which describes mandatory content.

DET has some specific relationships with universities in projects targeting teacher quality. Examples of joint engagement include:

- DET’s Enhanced Teacher Training Program, which is a joint initiative with 5 university partners;
- DET’s model of quality teaching, which was developed in collaboration with the University of Newcastle; and
- DET’s partnerships with universities in two Australian Research Council (ARC) projects that address teacher quality. |

| Facilitation Reform 8 | DET is participating in a review of current placement process. The majority of practicum is currently hosted in DET schools.

Some Catholic Dioceses offer final year students the opportunity to conduct school-based research during their practicum.

Many Independent schools have relationships with universities and provide practicum placements. |

| Facilitation Reform 9 | DET has an existing Teacher Mentor Program. The current Teacher Mentor Program (2009-2010) will be reviewed in 2010 for 2011. DET has Memorandums of Understanding (MOUs) in place between some schools and universities.

Many Independent schools have relationships with universities. |

| Facilitation Reform 10 | The Catholic sector supports *Teachers on Net* which advertises vacancies.

DET advertises on jobs@det and has new selection procedures which provide greater opportunity for teachers to apply for positions in DET schools. |
MOUs for recognition pathways are in place with other registration bodies including Queensland, Tasmania, Victoria, the Northern Territory and Western Australia. Independent schools advertise vacancies in national media and use placement agencies.

<table>
<thead>
<tr>
<th>Facilitation Reform 11</th>
<th>DET has a seven year school teacher workforce plan which is shared with Deans of Education to assist course intake planning. Participation in leadership professional development is recorded for all sectors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation Reform 12</td>
<td>DET has an annual assessment and review process in place for teachers and principals. Some independent and Catholic school principals are employed on performance contracts. Collegial performance reviews and appraisals are conducted in many schools.</td>
</tr>
<tr>
<td>Reward Reform 1</td>
<td>Independent schools using the Independent Schools Teacher Award reward teachers at higher levels of accreditation. Some Catholic schools offer rewards to teachers for out-of-hours work. There are some individually-negotiated contracts and some flexible promotion structures available.</td>
</tr>
<tr>
<td>Reward Reform 2</td>
<td>DET offers a range of incentives to assist in attracting and retaining teachers to isolated rural areas, including incentive transfers, rental subsidies, additional training and development days, additional leave and retention benefits.</td>
</tr>
<tr>
<td>Reward Reform 3</td>
<td>Many Catholic schools are provided with additional staffing allocations and funding to support principals, staffs and schools in low SES, remote and difficult to staff locations. Additional capital support is provided for buildings and resources for schools in low SES, remote and difficult to staff locations. Indigenous Education Officers are employed to support quality education for Indigenous students. The AIS provides consultancy support for teachers and leaders</td>
</tr>
</tbody>
</table>
in challenging schools.

DET implements the *Support for Beginning Teachers* initiative. This was phased in from 2008 with permanent on probation beginning teachers in the six non-metropolitan regions of the State and extended to all regions in 2009. This additional support provides schools with the equivalent of one hour per week of relief time for each permanent on probation beginning teacher.

Materials and programs to support school leaders in disadvantaged Aboriginal, rural/remote and challenging DET schools are provided. Equitable access to all school leaders across the state is also provided through on-line courses and web-based learning resources.

Regional support for Aboriginal education is also provided to DET schools through positions such as Aboriginal Education and Engagement Consultants and Aboriginal Community Liaison Officers. These positions play a key role in supporting Aboriginal students and families in overcoming barriers in school attendance, improving retention and strengthening the capacity of students to improve their educational outcomes. In addition there are a number of School Learning Support Officer – Aboriginal Students positions. These positions assist teachers to engage Aboriginal students more fully in learning programs and school activities.

<table>
<thead>
<tr>
<th>Reward Reform 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Independent Schools Leadership Centre has piloted professional support for leaders in Independent schools to make appropriate decisions about recruitment, staffing mix and budget.</td>
</tr>
<tr>
<td>Most Catholic school principals have the decision-making power to employ most personnel within their school. System management and budget procedures currently allow for a high degree of discretionary principal action in these areas.</td>
</tr>
<tr>
<td>DET school principals have some delegated authority over staffing and resourcing decisions in their schools within a state-wide framework. The recent changes to the school staffing procedures are providing more opportunities for principals over staffing decisions.</td>
</tr>
</tbody>
</table>
| Reward Reform 5 | AIS professional development courses and consultancies provide teachers with a range of professional learning opportunities that support continual improvement of teachers and student learning outcomes.  

All Catholic dioceses conduct programs aimed at improving teacher quality through participation in a variety of system provided programs.  

Through DET’s *Teacher professional learning policy for schools*, teacher professional learning funds are allocated to schools for implementation of plans that are developed and aligned to school targets to improve student learning outcomes. Personalised professional learning plans based on key accountabilities of principals are featured in all leadership programs and the Professional Learning and Leadership Development Registered Training Organisation competency based vocational leadership qualification. |
| --- | --- |
| Reward Reform 6 | Teachers and school leaders in some Independent schools, including most boarding schools have begun to develop ongoing relationships with Aboriginal communities. These relationships are resulting in increased attendance, retention to HSC and improved learning outcomes of Aboriginal students. They are encouraging those students to undertake tertiary study, including teacher training.  

The AIS has a member of staff who links school leaders with Indigenous communities. |
LITERACY AND NUMERACY NATIONAL PARTNERSHIP

1.0 Operation of the Program

1.1 Introduction

Literacy and numeracy have always been priorities in New South Wales schools. Schools’ implementation of literacy and numeracy programs is guided by policy and supported by well researched and evaluated professional learning.

An emphasis on assessment and world standard external testing programs - the Basic Skills Test (BST), the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) - delivered in the majority of New South Wales schools prior to the National Assessment Program – Literacy and Numeracy (NAPLAN), ensured teachers based their teaching and learning programs on diagnostic student outcomes data. Intervention for students experiencing difficulty in reading and writing is targeted in many schools through the internationally recognised Reading Recovery program.

Most recently, the NSW Government has committed $108 million over three years to the Best Start initiative in public schools. Best Start includes diagnostic assessment of literacy and numeracy on entry to Kindergarten, feedback and advice on how to help in the home for Kindergarten parents, professional learning for all K-2 teachers, an expansion of the Reading Recovery program and the introduction of Literacy and Numeracy Leaders.

The comparative performance of New South Wales students in the 2008 National Assessment Program in Literacy and Numeracy (NAPLAN) confirmed the strength of teaching in New South Wales schools and the support given to it. In 2008, a greater proportion of New South Wales students achieved at or above the national minimum standard than any other jurisdiction in Years 3, 5 and 7 writing.
and in Year 3 and Year 5 spelling. New South Wales also performed above all other jurisdictions in Year 3 numeracy.

The NAPLAN results also confirmed that there is a need for further development in Stages 2 and 3 in NSW schools to build on the achievements of students, particularly Aboriginal students and other disadvantaged students.

While the focus generally needs to be on Stages 2 and 3, deeper professional learning is highly desirable for teachers of the early years working in many disadvantaged communities. Similarly, intervention for at risk students additional to Reading Recovery program could improve the cost-effectiveness of that program or provide a safety net for students who don’t have access to it, do not respond to it or later fall behind.

1.2 Schools Selection

Eligible schools from each sector have been offered the opportunity to participate in the two year National Partnership Program in Literacy and/or Numeracy from 2009/10 – 2010/11.

Participation in the partnership will give teachers and school executive staff opportunities to embed practices that will deliver sustained improvement in literacy and numeracy outcomes for all students, especially those who are falling behind.

Effective practice, as identified by the participating schools in the evaluation process, will be disseminated to support system wide improvements in attainment.

Schools in the three sectors were identified as eligible using a range of criteria including:

- The 2008 NAPLAN data – Year 3 and Year 5 at or below National minimum Standard in reading and/or numeracy. The list identified schools where the percentage of all students at or below minimum standard is above the state percentage (using Reading and Numeracy at Yrs 3 & 5).

- Assessment of schools’ suitability and readiness to be offered an opportunity to participate in the National Partnership. This was determined by Government regional and Catholic Education Commission diocesan offices.

- The regional/diocesan capacity to support school leaders and teachers as they participate in bold and innovative lasting school change

- The schools’ characteristics including:
  - Enrolment size
  - Student language background
- Student demographic data - for example schools with a large proportion of refugee students and/or Aboriginal students
- The degree of disadvantage of the schools or group of schools

Participation of eligible schools is managed by each school sector. Where the sectors wish to alter the list of schools (for example due to school closures, operation of other programs, regional or cluster targeting) this will be within the overall funding ‘envelope’ provided by the agreed list of funded schools.

The Association of Independent Schools identified participating schools using only the 2008 NAPLAN data.

The list of schools included in the program is at Appendix A. All of these schools are primary schools.

1.3 The Profile of Schools and Students Covered by the Program

There are 147 primary schools participating in the Literacy and Numeracy National Partnership.

The students participating in the Partnership represent:

- 15 per cent of Aboriginal primary students in New South Wales
- 8 per cent of first phase ESL primary students in New South Wales government schools
- 12 per cent of refugee primary students in New South Wales government schools

1.4 Funding Levels

Schools will be funded for two years, 2009/10 and 2010/2011.

Over the first two years of the Partnership, $41 million has been allocated to New South Wales as facilitation payments. The implementation plan recognises that the final two years are reward payments. Achievement of the targets for the four mandated NAPLAN and three local measures will trigger reward payments of $47.6 million per annum in 2011 and 2012.

To maximise direct impact on student learning outcomes, at least 80% of the funding available will be used to support participating schools provide direct interventions in the classroom.
1.5 Distribution Arrangements

In line with the Commonwealth’s methodology for apportioning National Partnership funds to states for Literacy and Numeracy, it has been agreed that:

- NSW DET would have access to 80 per cent of the available funds
- NSW Catholic schools would have access to 15 per cent of the available funds
- NSW Association of Independent Schools would have access to 5 per cent of the available funds.

Funds for New South Wales will be received by the NSW Department of Education and Training (DET) on behalf of the State. Funds will then be disbursed to:

- Government schools through the NSW DET
- Catholic schools through the Catholic Education Commission NSW.
- Independent schools through the NSW Association of Independent schools.

Participating schools will access an annual resource allocation which can only be used to:

1. Implement specific classroom based interventions to lift literacy and/or numeracy outcomes.

2. Support staff involvement in professional learning focusing on:
   a. Specific training and involvement in the selected intervention included in the partnership
   b. Using assessment data for student achievement and classroom planning
   c. Literacy & numeracy leadership development included as part of the partnership

Schools may also combine their funding to allocate to the items outlined above.

1.6 Accountability Mechanisms

For school systems (Government and Catholic) accountability for managing school participation and reporting on milestones and outcomes is managed by the systems.

For NSW DET schools, the relevant School Education Director is working closely with the principal of participating schools.
For NSW Catholic schools, the relevant Diocesan Catholic Education Office is working closely with the principals of participating schools in its system.

The Association of Independent Schools is working closely with the principals of participating schools and has simple funding agreements in place with each participating school outlining their funding eligibility and accountabilities.

**Development of School Plans**
Each school in the program will have a whole-of-school plan that encompasses the reforms to be undertaken as part of their participation in the National Partnership.

Having undertaken a supported self-evaluation schools are required to develop or amend a School Improvement Plan aimed at achieving improvements in the focus area, either reading or numeracy.

Principals will lead development of their plans in consultation with teachers, students, parents and their community.

The revised school plan provides an overview of student and school needs in reading and numeracy and identifies which whole school and intervention programs from this reform menu will be used to address these needs. The revised school plan includes measures against which school progress will be monitored.

As each school will produce a single plan it will also describe how existing as well as new resources will be used to support identified strategies. Schools may also engage in local planning as part of a Community of Schools.

Schools from all three sectors will be able to participate in the relevant learning Community of Schools grouped around a common focus, i.e. schools within a region focusing on Stage 2 and 3 Reading will be given the opportunity to work together.

Geography and previously established communities of Schools will also be taken into account when these schools groupings are being identified.

Schools within a learning community will support each other through their leadership courses and could share a school/classroom program facilitator and/or Learning/Teaching Classroom Leader.

1.7 Implementation Timeline

**Support Provided to Schools**
Schools will be supported in their planning by their sector School Education or Diocesan Director. Independent schools will be supported by officers from the NSW Association of Independent Schools.

School/classroom program facilitators will be identified in all sectors to support schools to:
- conduct a school self-evaluation
- undertake planning, including priority and target setting
- select an appropriate whole school/class program and a student at-risk intervention program for students in Stages 2 and 3.

Program facilitators will also:

- support schools to establish communities of schools in the partnership
- coordinate localised professional learning for reading and numeracy intervention programs
- co-ordinate localised professional learning for reading and numeracy whole school programs.
- assist schools with, and coordinate reporting of, achievement of milestones and targets related to the National Partnership on Literacy and Numeracy program
- facilitate the sharing of good practice in reading and numeracy.

Teaching and learning classroom leaders in each school will assist teachers to:

- use SMART and other school data to program for the whole class, including target student groups and individual students
- lead the delivery of professional learning programs
- demonstrate effective classroom teaching based on the school’s selected professional learning program
- model sound teaching practice related to the intervention programs for reading and numeracy
- provide encouragement, advice and feedback to teachers in relation to assessment, programming and teaching in reading or numeracy.
# Implementation Timeline for Schools

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By May 2009</strong></td>
<td>• All students in Years 2, 3 and 4 complete the National partnership on Literacy and Numeracy baseline assessment in reading and numeracy.</td>
</tr>
</tbody>
</table>
| **By August 2009** | • All schools provided with an *Information Package for Schools* with details of the implementation timeline, suite of reading and numeracy individual student and whole school/class programs, roles and responsibilities and provision for support to implement the partnership.  
  
| **By October 2009** | • All schools participate in a team leadership for school improvement program to strengthen school leadership practices, complete a SMART data analysis workshop to review the school’s reading and numeracy performance and conduct a supported school self-evaluation process in reading and numeracy. |
| **By December 2009** | • Revise the School Improvement Plan to include one whole school/class and one student at-risk intervention program in reading or numeracy.  
  
  • All schools identify students who are at-risk of achieving at or below national minimum standard and develop an individual learning plan for each of these students.  
  
  • All schools access the first phase of professional learning for the selected whole class intervention program for reading or numeracy. |
| **By February 2010** | • School plans published on school websites making clear a line of sight between the reforms and the budget allocated to the elements in the partnership.  
  
  • School leader teams implement action learning plans to support the implementation of the reading or numeracy program, evidence-based teaching and use of student data to monitor program implementation and student progress, responding where necessary. |
| By April 2010 | • Newly appointed teachers to schools with a high proportion of Aboriginal students participate in a local cultural immersion program.  
• Implement whole school/class reading or numeracy program in Stages 2 and 3.  
• All students in Years 3, 4 and 5 complete the National Partnership on Literacy and Numeracy March 2010 assessment.  
• Teachers have ongoing access to e-learning modules SMART Data Analysis. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2010</td>
<td>• Students in Years 3 and 5 completed NAPLAN assessment.</td>
</tr>
<tr>
<td>By September 2010</td>
<td>• All students in Years 3, 4 and 5 complete the National Partnership on Literacy and Numeracy August 2010 assessment.</td>
</tr>
</tbody>
</table>
| By December 2010 | • Ongoing teacher access to the e-learning modules SMART Data Analysis.  
• Ongoing implementation of the school’s selected team leadership program.  
• Ongoing professional learning for Stages 2 and 3 teachers in the selected whole class intervention program for reading or numeracy.  
• School plans revised for 2011 informed by ongoing monitoring and evaluation of the reading or numeracy programs.  
• Ongoing monitoring of progress of students identified at risk, individual learning plans modified and students added where required. |
| By April 2011 | • Ongoing professional learning for Stages 2 and 3 teachers in the selected whole class intervention program for reading or numeracy. |
| By June 2011 | • Students in Years 3 and 5 completed NAPLAN assessment. |
| By September 2011 | • All students in Years 3, 4 and 5 complete the National Partnership on Literacy and Numeracy March 2011 assessment. |
2.0 Reform Priorities

The New South Wales response to the National Partnership Agreement Literacy and Numeracy (NP) addresses the three priority areas, focusing particularly, but not only on, our need to build on student achievement in reading and numeracy in the middle and upper primary years.

The development of programs in the Implementation Plan has, where appropriate, been undertaken as a cross sectoral activity.

Through this partnership New South Wales has undertaken a focussed set of reforms with the clear aim of making a measurable difference to the educational outcomes in our participating schools.

Common to all schools participating in the National Partnership is:

- capacity building in leadership
- school self-evaluation
- a focus on the achievements of Aboriginal students enrolled in participating schools.

Successful involvement in these elements is a requirement for continued funding through the National Partnership.

2.1 Cross-sectoral Approach

The three sectors in New South Wales share the objective of raising overall attainment so that New South Wales students acquire the literacy and numeracy skills to participate effectively in school and in society. NSW Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools are building on successful previous cooperation and collaboration.

Representatives from each sector have been involved in the development, implementation and evaluation of all priority areas in the implementation plan, specifically:

- Developing the literacy program *Focus on Reading 3-6*
- Developing the numeracy program *Taking Off with Numeracy*
- Developing an Aboriginal awareness cultural immersion program
- Planning the implementation processes for the literacy and numeracy programs
- Developing the evaluation schedule for literacy and numeracy programs
- Working collaboratively on the objectives for whole school programs to build leadership capacity in participating schools
- Collaborating on the guidelines for participating schools self evaluation, with a special focus on enhancing executive and teacher capacity in data analysis through the School Measurement, Assessment and Reporting Toolkit (SMART). SMART, developed by the NSW Department of Education and Training is used extensively in NSW schools, including non-government schools, in the analysis of (NAPLAN) student performance
- Contributing to the regular reports provided to the Commonwealth on progress in implementing the agreed reform agenda.

2.2 Mandatory Reform Elements

Schools are required to demonstrate the following elements:

1. Effective and evidence-based teaching of literacy and numeracy
2. Strong school leadership and whole school engagement with literacy and numeracy
3. Monitoring student and school literacy and numeracy performance to identify where support is needed.

Details as to which initiatives are chosen by schools will be outlined in the first report due May 2010.
Priority 1: Effective, evidence-based teaching

- Focused intervention for students most in need of support and at risk of failing.
- Enhanced teacher capacity to use NAPLAN student and school performance data.
- Enhanced teacher capacity to use other locally developed diagnostic tools and assessments to inform teaching and learning programs.
- Increased teacher capacity to deliver consistent, high quality literacy and/or numeracy teaching.

Schools will have the opportunity to select from a suite of options in literacy and numeracy in the middle-upper primary years. The emphasis will be on individual intervention strategies and/or programs for at risk students. Schools will choose appropriate intervention strategies and/or programs and develop a personalised approach to intervention. The initiatives will be designed by all New South Wales school education sectors or independently developed.

It should be noted that the final mix of initiatives implemented through this National Partnership will depend on the choice of schools based on the needs of their students and their school community contexts.

Descriptions of each program and its research base are listed at Appendix B.

Literacy Initiatives

Individual student intervention reading programs

- *Making Up Lost Time In Literacy (MULTILIT)*
  For Years 2-6, the intervention program *MULTILIT* has proven to be successful in lifting literacy outcomes. This remedial reading program aims to address the needs of students aged 7 and over who are falling behind their peers by providing an intensive, structured, systematic program of instruction in reading and related skills carried out within a positive, usually one-to-one, teaching environment.

- *Working Out What Works*
  This program offers training for personnel to provide direct instruction in reading that gives students immediate support with decoding skills. The program is targeted at students who are reading one or more years below their Year level and is appropriate for students in special education classrooms.

- *Mindful Learning: Mindful Teaching intervention*
  An intervention for students experiencing difficulty with reading is a key
Supporting individual readers
This is a Wollongong diocesan-designed intervention program to support a low SES community school with significant numbers of students from a language background other than English (LBOTE). The program supports the design of individual learning plans to order to improve the educational outcomes of students in the area of reading.

Individual Learning Plans
Schools will be able to nominate other approved intervention programs to enhance learning outcomes of students at risk incorporated into Individual Learning Plans. Individual Learning Plans are an effective strategy for addressing the learning needs of students at risk. Teachers can draw on a range of programs to design the teaching in a personalised learning plan.

Targeted Reading Intervention
This holistic reading intervention strategy is an approach that focuses on the intellectual and emotional needs of students in Years 2-5 who are not meeting set reading benchmarks. It focuses on the use of comprehensive assessment strategies that are aligned with the K-6 Literacy Continuum and the Best Start program. It also advocates and supports teachers in their knowledge development and ability to select and apply explicit evidenced-based teaching methods at the point of need.

Whole school and whole class reading programs

Focus on Reading 3-6
The three New South Wales sectors have collaborated to offer a new professional learning program Focus on Reading 3-6. The program focuses on the development of effective evidence-based knowledge and practice in relation to teaching reading in Years 3-6, literacy leadership skills and mentoring and coaching classroom teachers.

In addition, the program explores reading strategies found to be successful with Aboriginal learners by including localised cultural awareness training and engaging the local community in supporting student reading progress.

Reading to Learn
Reading to Learn involves students engaging in a sequence of activities that focus initially at a level of text which, although age and stage appropriate, is a level beyond which students could achieve independently.

The program has been found to be effective with both Aboriginal and non-
Aboriginal students. While designed to be K-9, it is reported to be particularly suited to Stages 2-3. This whole class program has been implemented by a small number of highly disadvantaged communities with reported success.

- **Accelerated Literacy**
  As with *Reading to Learn*, a number of school communities have trialled the program, *Accelerated Literacy*, and reported success.

- **Successful Language Learners**
  This cross-sectoral *Successful Language Learners* project is a Commonwealth Literacy / Numeracy Low SES pilot which includes a number of evidence-based language and literacy teaching strategies.

- **Mindful Learning: Mindful Teaching**
  This program addresses key understandings that underpin the teaching of reading. It uses evidence-based strategies that develop effective readers as well as processes that will enable teachers to develop their knowledge and skills in supporting the development of reading comprehension.

- **First Steps Literacy 2nd Edition – Reading**
  This program offers a whole school approach that includes assessment and explicit teaching strategies. The program content has an emphasis on comprehension, fluency and specific skill development in word and letter knowledge. Where students are not making appropriate progress increased support at both the classroom level and in the form of more intensive intervention programs will be developed using *First Steps* strategies.

**Numeracy Initiatives**

While numeracy is a foundation skill vital to future learning, the workplace and everyday life, it has generally not been given the depth of attention invested in literacy.

The National Partnership initiative provides the opportunity to investigate the impact of a strengthened focus on numeracy in which the common elements of capacity building in leadership and self-evaluation are combined with time and improved professional learning programs.

Numeracy programs will include both individual interventions and whole class initiatives designed to provide intensive support to students at risk.

**Individual student intervention numeracy programs**

- **Taking off with Numeracy - individual intervention**
  The individualised teaching and learning processes provide additional support for students at risk of achieving at or below the minimum band in NAPLAN. This is
achieved through identification of the student group to be involved in the focused intervention through diagnostic screening and through access to secure digital video case files for students, allocated to expert numeracy case managers.

- **QuickSmart Numeracy**
  The intervention program, *QuickSmart Numeracy*, is currently being piloted in the Catholic Diocese of Lismore as a Commonwealth Low SES pilot. The National Partnership enables concurrent extension of the trialling and evaluation of this intervention program in other NSW schools and systems.

- **Individual Learning Plans**
  Schools will be able to nominate other approved intervention programs to enhance learning outcomes of students at risk incorporated into Individual Learning Plans. Individual Learning Plans are an effective strategy for addressing the learning needs of students at risk. Personalised learning plans are a direct and targeted intervention for students. They allow teachers to plan highly structured and responsive teaching and learning that can be specifically tailored to the individual needs and abilities of students. Teachers can draw on a range of programs to design the teaching in a personalised learning plan.

**Whole school/class numeracy programs**

- **Taking Off With Numeracy**
  The *Taking Off With Numeracy* program is designed to accelerate school programs, teachers’ practice and student outcomes in numeracy. Evidence-based numeracy teaching strategies currently being piloted, with the assistance of Professor Bill Louden, in Western NSW Government Schools with high Aboriginal student enrolment, will also be used in the development of the *Taking Off With Numeracy* program.

- **Learning in Numeracy (K-8)**
  *Learning in Early Numeracy* and the *Learning in Numeracy* professional development programs are currently being implemented by The Association of Independent Schools of New South Wales and will be expanded.

  The program will combine professional learning based on the most up-to-date research in mathematics learning and teaching with in-situ coaching and time for teacher reflection.

- **Numeracy Matters**
  This program will be offered by the Archdiocese of Sydney. It will address the professional development needs of teachers in deepening their understanding of the NSW K-6 Mathematics Syllabus. The overarching aims of the *Numeracy Matters* are to improve achievement in numeracy outcomes for all students and to strengthen teacher capacity in the delivery of quality learning experiences.
### Priority 2: Strong leadership and whole school engagement in literacy and numeracy

- Increased leadership capacity to build a culture of continuous improvement in literacy and/or numeracy.
- Involvement in sectoral and/or cross-sectoral Communities of Schools.
- Working with Learning/Teaching Classroom Leader operating within schools and within classrooms.
- Working with school/classroom program facilitators based within regions and dioceses or groups of independent schools.
- Participation in induction programs for school leaders and teachers commencing work in Aboriginal communities in NSW Department of Education and Training schools.

The leadership component in the three sectors involves principal and school executive participation in professional development. This will enable effective implementation of whole school strategies aimed at improving student outcomes in literacy and/or numeracy.

School sectors have developed a range of leadership programs that have a consistent focus on:

- Supporting the school’s actions in planning and implementing the strategies of the National Partnership.
- A focus on ‘High Yield’ Strategies such as Data and Feedback (Hattie 2008).
- Building a school culture of continuous improvement in literacy and numeracy.

**Team Leadership for School Improvement Program**

This leadership program developed by the NSW Department of Education and Training’s Professional Learning and Leadership Development Directorate will provide essential professional learning to support effective and sustained implementation of identified literacy/numeracy strategies in the school.

*The Team Leadership for School Improvement Program* has been developed by the Professional Learning and Leadership Development Directorate to build the capacity of school leaders and school teams to improve student outcomes. The program is based on the research of Hattie, Robinson, Rowe, Fullan and Hargreaves and provides a set of practical professional learning activities and measures for school improvement.
The Independent Schools Leadership Centre (ISLC) course - Leadership for enhancing data driven Literacy and Numeracy improvement

This leadership program developed by the NSW Association for Independent Schools will equip school leadership teams to understand how to harness the potential of the literacy and numeracy professional development and intervention strategies they choose to embed sustainable improvement in learning outcomes for students in their school communities. It will explicitly provide them with the understandings required to ensure that their school community makes the most of the data analysis tools provided to them through this NP.

Catholic Education Office, Sydney (for Sydney and Maitland-Newcastle schools) - Leadership Matters

NPA Leadership priorities for building leadership capacity include flexible, leader driven, engagement and sustainability harnessed productively in the context of a shared understanding of the moral and conceptual underpinnings which support and shape student improvement. Any improvement initiative will need to be monitored and refocussed in the light of data and discernment.

Catholic Education Offices of Lismore, Wollongong and Wilcannia-Forbes in collaboration with the Australian Catholic University – Leaders Transforming Learners and Learning (LTLL)

Leaders Transforming Learners and Learning (LTLL) investigates the linkages between leadership and learning with a particular emphasis on moral purpose. The program focuses on schools tailoring approaches to their student cohorts based on a solid overview of research proven approaches to leadership and pedagogy. The LTLL program has been used in a practice based research project with 20 Catholic schools in NSW and has been found to be efficacious in enabling teacher leadership, clarifying shared purpose, enhancing pedagogy and student outcomes.


The ACEL Leadership Capability Framework and Curriculum- Creating 21st Century Learners builds the capabilities of school leadership teams to not only solve familiar problems in familiar contexts, but to develop the capacity of leaders to respond to changing circumstances and to try to improve those circumstances.

Teaching educators or learning/teaching classroom leaders may also be used to work alongside teachers in classrooms on a weekly basis to assist them to analyse literacy and numeracy data (e.g. Early Years Assessment, National Assessment Program in Literacy and Numeracy (NAPLAN), Clinical Interviews and Newman’s prompts), plan and implement teaching and learning programs that are specifically designed for the students and evaluate and reflect on the effectiveness of the teaching strategies.

The classroom leaders/teaching educators will model and demonstrate strategies in the classroom for the teachers, provide feedback to the teachers on their teaching and work with the school leadership team to plan and implement school based professional
Learning in Literacy and Numeracy.

**Catholic Education Office, Parramatta – Learning Together**

*Learning Together* is the system leadership program for Catholic Education, Diocese of Parramatta. System leadership is defined as all members of school leadership teams working in partnership with senior officers in leadership roles within the Catholic Education Office. It is a dynamic and flexible process that system leadership has constructed and participated in together during the last three years. School leadership teams (principal, assistant principal, religious education coordinator and one other coordinator) learn together, with opportunities to meet and learn with other school leadership teams in formal sessions, in addition to learning and planning together as a team at school.

*Learning Together* is underpinned by the system’s strategic intent to provide quality Catholic schooling, which is recognised in the two elements of:

- improving learning outcomes for all students
- promoting a professionally rewarding working life for teachers.
## Priority 3: Monitoring school and student performance to identify when support is needed

- Participating schools conduct an annual independent analysis of student performance using NAPLAN data.

- Analysis of student performance data will include locally developed assessment schedules and tools.

- Schools plans reflect this analysis.

Based on the Preliminary Implementation Plan, this Priority is already well underway.

The self-evaluation component involves participation initially in a supported self-evaluation review process:

- Schools have undertaken a situational analysis in literacy and/or numeracy, as appropriate, and subsequently in structured monitoring reviews and a final peer reviewed self-evaluation.

- Schools have used the School Measurement, Assessment and Reporting Toolkit (SMART) in their analysis.

- These processes are intended to build the capacity of schools to monitor school and student performance and to identify where focussed support is needed.

- In particular, the supported self-evaluation was aimed at identifying which options from a suite of initiatives are most appropriate for that particular school to participate in and to develop an action plan, with performance indicators, measures and timeframes.

Having undertaken a supported self-evaluation, schools are required to develop or amend their School Plan in order to achieve improvements in the focus area, either literacy or numeracy.
2.3 Aboriginal Students

The significance of community-parent-teacher partnerships has long been recognised as a necessary enhancement to student achievement. The NSW Department of Education and Training proposes to develop and trial an induction program for teachers aimed at developing an understanding and appreciation of Aboriginal culture and life. Through this program, teachers about to take up duty in Aboriginal community schools will be given the opportunity to be immersed in the local Aboriginal community, while being exposed to the knowledge of elders. Teachers from other sectors will be invited to participate.

Teachers in NSW DET schools will also engage in Aboriginal Cultural Education through building cultural competencies, which will be a component of the Aboriginal Education and Training Policy.

In participating schools from all sectors, individual learning plans will be developed for Aboriginal students whose 2008 NAPLAN performance was below national minimum standard. The plans will be negotiated with the student’s parents/caregivers.

NSW DET schools will also be supported in the establishment of Aboriginal Education Advisory Committees by existing regional support staff.
3.0 Co-investment

<table>
<thead>
<tr>
<th>Facilitation ($m)</th>
<th>2008/09</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government</td>
<td>19.04</td>
<td>21.76</td>
</tr>
<tr>
<td>State Co-investment</td>
<td>19.04</td>
<td>21.76</td>
</tr>
<tr>
<td><strong>Additional State Investment</strong></td>
<td><strong>9.60</strong></td>
<td><strong>10.97</strong></td>
</tr>
<tr>
<td><strong>Existing investment</strong></td>
<td><strong>9.44</strong></td>
<td><strong>10.79</strong></td>
</tr>
</tbody>
</table>

All school sectors currently invest heavily in literacy and numeracy. The investments made through this partnership to develop and implement evidence-based interventions will have an impact across both existing specific literacy and numeracy programs and within the core teaching of all primary schools. The co-investment outlined in the National Partnership represents only a small proportion of the investment in this area by all school sectors.

In implementing the Partnership, the State will invest an additional $26 million to continue the roll-out of the *Best Start* initiative to every Government primary school. This program targets Kindergarten students’ literacy and numeracy development through the administration of school entry assessment and continues through their first three years of schooling. With the new funding provided by the Commonwealth focusing on interventions around Stages 2 and 3 (Years 3-6) the State investment will ensure that earlier intervention is also implemented. Existing investment in *Best Start* will also be maintained.

Catholic and Independent schools will contribute to this National Partnership through existing investment in evidence based literacy and numeracy strategies. These include the system-wide use and analysis of NAPLAN data within Catholic schools and professional development in literacy and numeracy in independent schools.
4.0 Milestones

<table>
<thead>
<tr>
<th>Due date</th>
<th>Milestone</th>
<th>Facilitation Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2009</td>
<td>Signing of bilateral agreement and State Implementation Plans</td>
<td>$19.04m (100% payment for 2009)</td>
</tr>
<tr>
<td>December 2009</td>
<td>Acceptance of NSW Final Implementation Plans</td>
<td>$5.44m (25% payment for 2010)</td>
</tr>
<tr>
<td>April 2010</td>
<td>State annual report on progress</td>
<td>$16.32m (75% payment for 2010)</td>
</tr>
<tr>
<td></td>
<td>- Data Analysis Skills Survey (DASA) baseline data collection completed by all schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Publication of school plans on school websites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teachers in participating schools have ongoing access to e-learning modules SMART Data Analysis (By December 2009, SMART e-learning will be fully functional).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- All students in Years 3, 4 and 5 in participating schools complete the National Partnership on Literacy and Numeracy March 2010 assessment</td>
<td></td>
</tr>
</tbody>
</table>
5.0 Performance Targets - Facilitation Phase

5.1 Timeframe

The Facilitation Phase of this partnership commenced in targeted schools in Semester 2, 2009. This leaves a period of less than nine months of intervention prior to the 2010 NAPLAN assessment. Sectors plan to extend the period of implementation to August 2011 to maximise the impact of the individual intervention and whole class strategies in reading or numeracy.

5.2 Mandated NAPLAN Measures

The four mandated NAPLAN measures are:

1. Students above minimum standard (ALL) (reading or numeracy)
2. Mean scale score (ALL) (reading or numeracy)
3. Students at or above minimum standard (INDIGENOUS) (reading or numeracy)
4. Students at or above minimum standard (reading or numeracy)

Detail related to the target methodology, specific targets and weightings for each mandated NAPLAN measure is provided in Appendix C.

5.3 Local Measures

For each local measure the target methodology and specific targets for the 2011 and 2012 reward payments are provided in Appendix C.

Local Measure 1: National Partnership Literacy Numeracy assessment

This standardised assessment in reading and numeracy measures the progress of a larger group of students than those covered by NAPLAN. The tests were administered to students in participating National Partnership Literacy and Numeracy schools in Years 2, 3 and 4 in April 2009 and will follow the progress of this group of students into 2011.

The tests, developed by the Educational Measurement and School Accountability Directorate (EMSAD) in the NSW Department of Education and Training are based on the NSW Basic Skills Test (BST). They are shorter version of the BST (approx 20
minutes rather than 40 minutes in duration) covering reading and numeracy. The numeracy assessment will include items from all mathematics strands. The assessment items are statistically robust and aligned to the NSW BST scale.

All identified schools from the Association of Independent Schools, the NSW Department of Education and Training and the Catholic Education Commission will implement the series of four assessments in reading and numeracy. All schools have completed a pre-assessment in April 2009. Successive assessments will be implemented in March 2010, August 2010 and August 2011 as set out below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort</th>
<th>Testing Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Year 2</td>
<td>April 2009</td>
</tr>
<tr>
<td>2009</td>
<td>Year 3</td>
<td>April 2009</td>
</tr>
<tr>
<td>2009</td>
<td>Year 4</td>
<td>April 2009</td>
</tr>
<tr>
<td>2010</td>
<td>Year 3</td>
<td>March 2010</td>
</tr>
<tr>
<td>2010</td>
<td>Year 4</td>
<td>March 2010</td>
</tr>
<tr>
<td>2010</td>
<td>Year 5</td>
<td>March 2010</td>
</tr>
<tr>
<td>2010</td>
<td>Year 3</td>
<td>August 2010</td>
</tr>
<tr>
<td>2010</td>
<td>Year 4</td>
<td>August 2010</td>
</tr>
<tr>
<td>2010</td>
<td>Year 5</td>
<td>August 2010</td>
</tr>
<tr>
<td>2011</td>
<td>Year 4</td>
<td>August 2011</td>
</tr>
<tr>
<td>2011</td>
<td>Year 5</td>
<td>August 2011</td>
</tr>
<tr>
<td>2011</td>
<td>Year 6</td>
<td>August 2011</td>
</tr>
</tbody>
</table>

Student assessment booklets will be centrally marked and analysis completed by EMSAD for use by principals and teachers in participating schools.

**Local Measure 2: Data Analysis Skills Assessment**

The Data Analysis Skills Assessment (DASA) is a self-assessment designed to assess how teachers use student data. It is completed online and provides immediate feedback to the user. DASA measures teacher and school executive use of data in each of the following eight domains:

- Navigating School Measurement, Assessment and Reporting Toolkit (SMART) data
- Analysing SMART data for the classroom
- Analysing SMART data for the school
- Using the target setting tool and school performance graphs
- Integrating school and external assessment
Using data to drive pedagogy

Ethical practice

Professional contribution

A copy of the DASA matrix with eight domains and four phases is provided in Appendix C.

Local Measure 3: Analytical framework to support school improvement in literacy and numeracy

This involves assessment of school practice in literacy and numeracy using the NSW Department of Education and Training’s Analytical framework for effective leadership and school improvement in literacy and numeracy™.

This framework articulates 25 statements of best practice at levels (bands) in literacy and numeracy drawing from Viviane Robinson’s 2007 research findings which identified the following 5 leadership dimensions that have a powerful impact on students:

- Establishing goals and expectations
- Strategic resourcing
- Planning, coordinating and evaluating teaching and the curriculum
- Promoting and participating in teacher learning and development
- Ensuring an orderly and supportive environment.

The Analytical framework for effective leadership and school improvement in literacy and numeracy™ also uses concepts from the following key documents:

- Leading and Managing the School
- NSW DET School Leadership Capability Framework
- Professional Teaching Standards
- School Map
- Quality Teaching in NSW Public Schools
- NSW Literacy Strategy.
The following table outlines the milestones for the *Analytical framework for effective leadership and school improvement in literacy and numeracy™*:

<table>
<thead>
<tr>
<th>Due date</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2009</td>
<td>School leadership teams from 80% of NSW schools in the National Partnership on Literacy and Numeracy complete the facilitation training for the <em>Team Leadership for School Improvement Program</em>.</td>
</tr>
<tr>
<td>October 2009</td>
<td>School leadership teams from 80% of NSW schools in the National Partnership on Literacy and Numeracy complete the pre-program assessment of leadership practise using the <em>Analytical framework for effective leadership and school improvement in literacy and numeracy™</em>.</td>
</tr>
<tr>
<td>February 2012</td>
<td><em>Analytical framework for effective leadership and school improvement in literacy and numeracy™</em> web based instrument is used to complete a post program assessment by 80% of schools.</td>
</tr>
</tbody>
</table>

A copy of the Analytical Framework with 25 statements in five leadership domains is provided in *Appendix C*. 
6.0 Links to other National Partnerships

This Partnership contains clear links to both the Teacher Quality and the Low SES School Communities Partnerships. The mandatory reforms emphasise both school leadership and teacher capacity. There is a particular emphasis on the use of student data to identify needs and this is supported by Teacher Quality initiatives such as equipping teacher education students with skills in analysis of SMART data.

The Low SES School Communities partnership shares common goals with this Partnership – principally lifting literacy and numeracy results for those students who have not met their potential. The focused reforms developed in the Literacy and Numeracy Partnership will be available to schools in the Low SES Partnership to enable them to make similar significant gains.
7.0 National Linkages

This Partnership contains a number of elements that will draw on, and contribute to, national initiatives. These include:

- Adding to the national database of effective teaching strategies
- Contributing new evidence-based programs in the areas of teaching reading (*Focus on Reading 3-6*) in the primary years (with an emphasis on phonics and phonemic awareness) and numeracy (*Taking Off With Numeracy*)
- Exploring the potential of the development of a national leadership program for school improvement
- Developing new evidence based strategies to inform effective leadership in literacy and numeracy
- Exploring the potential to offer nationally the SMART so that schools across Australia can undertake the same analysis of student performance in National Assessment Program – Literacy and Numeracy NAPLAN tests.
- Offering nationally a streamlined model for focussed school self evaluation targeting Literacy and Numeracy.

Schools have evaluated teaching programs and resources and determined areas of strength and those requiring improvement in Literacy and Numeracy. The school self-evaluation process encompasses analysis, interpretation and use of student performance data evaluation of specific areas of school practice to include learning, teaching, school planning, management, school leadership and culture related to Literacy and Numeracy.
8.0 Program Evaluation

The Smarter Schools National Partnerships will be evaluated through a co-ordinated framework that covers all three Partnerships (see Evaluation chapter for details).

New South Wales will be an active participant in Commonwealth commissioned evaluation. New South Wales would also seek to ensure that any State level evaluation is within a consistent national framework, possibly including joint evaluation across jurisdictions.

Reading and Numeracy Programs developed by NSW Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools will be evaluated externally and independently.

The following programs, if adopted by a sufficient number of participating schools, will be evaluated:

**Reading programs – individual student intervention**

- Making Up Lost Time In Literacy (MULTILIT)
- Mindful Learning: Mindful teaching (Intervention)
- Supporting Individual Readers
- Successful Language Learners
- Targeted Reading Intervention
- Working Out What Works

**Reading programs- whole class**

- Accelerated Literacy
- Focus on Reading 3-6
- First Steps Literacy 2nd Edition – Reading
- Mindful Learning: Mindful teaching
- Reading to Learn
Numeracy programs

- Taking Off With Numeracy
- QuickSmart Numeracy
- Learning in Numeracy (K-8)
- Numeracy Matters

In addition, each school will undergo a supported self-evaluation in its focus area, e.g. literacy or numeracy.

The outcomes of the evaluation of the Literacy and Numeracy Pilots in low SES communities across NSW DET schools, Catholic Education Commission schools and the Association of Independent Schools as they become available, will be used to refine strategies implemented in schools.
1.0 Operation of the Program

1.1 Impact of the Partnership

Over 600 New South Wales Government, Catholic and independent schools will be invited to participate in the Low Socio-economic Status School Communities National Partnership. Each school will participate in the program for four years with schools starting between 2009 and 2012. While this represents approximately one in six schools in the State, the schools selected have a disproportionately greater number of students below national minimum literacy standards and lower retention to year 12.

The schools included in the program are listed in Appendix D.

1.2 Schools Selection

Schools invited to join the partnership in New South Wales were identified in two ways:

- A list was created by the Australian Government to a *national methodology* (government and non-government schools).

- Schools with proven levels of need as demonstrated by *additional criteria* were identified by the Government and Catholic sectors.
The National Methodology
The Australian Government used the Australian Bureau of Statistics’ Index of Relative Socio-economic Disadvantage (IRSD), constructed from the 2006 Census, to identify schools serving low socio-economic status communities.

IRSD summarises 17 different variables that all relate to disadvantage and can be summarised into the following broad categories:

- Housing variables
- Income variables
- Employment and occupation variables
- Education variables
- Various other indicators of relative disadvantage including skills, language backgrounds other than English, single parent families, access to a car and the Internet.

In New South Wales, an IRSD score was calculated for each school’s catchment area. Two approaches were used by the Australian Government due to the data available at the time. School catchment areas for the Government sector were identified using a set distance from the school (5km for secondary schools and 2.5km for primary schools). School catchment areas in the non-Government sector were based on actual student addresses.

All government and non-government schools in New South Wales identified by the Australian Government using the methodology outlined above were invited to join the program.

Additional Criteria
The Department of Education and Training in New South Wales manages State based programs for government schools serving low socio-economic status communities. The most disadvantaged schools are those on the Priority Action Schools program. Eligibility for this program is based on a survey of parents at each school.

In order to ensure that the most disadvantaged government schools are included in the partnership, the list of Government schools includes:

- Those identified through the national methodology (IRSD).
- Any new or continuing Priority Action School not already included.
- The 30 next most disadvantaged schools identified by the Priority Action Schools process, but which were not included in the Priority Action Schools program.
Any school not covered by the above criteria that had a greater than 25 percent enrolment of Aboriginal students (averaged over a three year period).

The Catholic Education Commission NSW manages the financial distribution to NSW Catholic school authorities of general recurrent grants and targeted program funds, including those to assist disadvantaged communities.

The list of participating Catholic schools includes:

- Those identified through the national methodology as applied in New South Wales.
- Schools below the median SES score as assessed locally. Catholic schools are each allocated an SES score by the Commonwealth for the payment of general recurrent grants. From those schools below the median SES score of all NSW Catholic schools, a local assessment will be made about which additional schools will be included in the Partnership. The inclusion of additional schools will be based on factors such as:
  - the potential to benefit most from participation in the partnership;
  - which other programs may be in operation; and
  - the potential for clustering.

Participation of eligible Government and Catholic schools will be managed by each school sector. Any alteration to the initial list of schools provided by the Commonwealth (for example due to school closures) will be within the overall funding envelope provided by the agreed list of funded schools.

The Association of Independent Schools will manage the program in independent schools on behalf of the State. Eligible independent schools will be invited by the Association of Independent Schools to join the program. If a school chooses not to join the program, the next eligible independent school will be invited to join.

1.3 The Profile of Schools and Students Covered by the Program

There are 638 schools participating in the Low Socio-economic Status School Communities National Partnership. Of these:

- 69 per cent are primary schools, 17 per cent are secondary, 9 per cent are combined primary and secondary schools and 5 per cent are Schools for Specific Purposes.
- 23 per cent are “small” schools with an enrolment of less than 52 students (and typically three staff or less).
The students participating in the Partnership represent:

- 67 per cent of students in remote New South Wales schools
- 43 per cent of Aboriginal students in New South Wales
- 40 per cent of first phase ESL students in New South Wales government schools
- 60 per cent of refugee students in New South Wales government schools

Reform options have been incorporated into this partnership to specifically cater for disadvantaged cohorts of students such as Aboriginal students, students from language backgrounds other than English (LBOTE), refugees and students living in remote and rural areas.

The ability of schools to develop plans which utilise the most appropriate options for their students will ensure that a direct improvement is made to the education outcomes of students in the targeted schools, and to transition rates to further education and employment.

1.4 Funding

The Commonwealth funding allocation will be used to determine the total level of funding received by each school sector (government, Catholic and independent) over the seven years of the program.

Schools will be funded for four years. In implementing the program, it is recognised that there is no ongoing funding beyond the four year period.

Allocations of additional resources to each sector have been made on the basis of enrolment share with a loading of 1.45 for schools in remote and very remote areas (this includes Commonwealth and State additional funding). Existing resources will also be used by the sectors to support schools.

In implementing this program, the level of funding provided to each school will be determined at the sector level to recognise factors such as remoteness, minimum resourcing sizes to effect change, efficiencies in larger schools and resources available to schools as part of any cluster arrangement.

The funding levels for individual schools will not change the overall ‘envelope’ of funding for each school sector.

1.5 Distribution Arrangements

Funds for New South Wales will be received by the NSW Department of Education and Training on behalf of the State. Funds will then be disbursed to:
Government schools through the NSW DET.

Catholic schools through the Catholic Education Commission NSW.

Independent schools through the Association of Independent Schools NSW.

1.6 Accountability Mechanisms

**Systemic Accountability Mechanisms**
For school systems (government and Catholic), accountability for managing school participation, reporting on milestones and outcomes will be managed by the systems. The Association of Independent Schools will manage accountability in independent schools.

Funding agreements are in place with the Association of Independent Schools and the Catholic Education Commission which outline each sector’s participation in the Partnership.

The Association of Independent Schools will have funding agreements in place with each participating school outlining their funding eligibility and accountabilities.

**Strengthened School Accountability Mechanisms**
The program will be integrated as much as possible into existing, but strengthened, accountability and reporting mechanisms. In the Catholic and government sectors, this means that the school’s plan and annual school reports will be approved in the same way as existing planning and accountability arrangements.

Approval of a school plan, ensuring its alignment with the reform directions in the partnership and accountability for delivering on the plan will be central to the effective implementation of the reform. In approving a school’s plan, the key decision maker with delegated authority will be attesting that the school is implementing the most effective options from the reform menu.

A strong accountability process will also be essential in ensuring that the net effect of the reforms across individual schools is weighted to the key reforms in this Partnership (such as placing high quality teachers in disadvantaged schools, flexible school organisation and strengthened engagement with the community).

In the government sector, schools will be funded as part of a ‘Community of Schools’ which will require that each funded school in the local ‘cluster’ will participate in a joint planning exercise. This will encourage greater connections between schools and resource sharing.

In the independent sector a process will be developed that ensures school plans are compliant with reform directions and that schools are accountable for delivery against the plan.
Development of School Plans

Each school in the program will have a whole-of-school plan that encompasses the reforms to be undertaken as part of their participation in the National Partnership.

Principals will lead development of their plans in consultation with teachers, students, parents and their community. The plan will be comprised of strategies selected from the Reform Menu below. Where schools are operating in a local ‘cluster’ arrangement, joint planning processes will be conducted to maximise coordination and effectiveness at the local level.

The school plan will identify any particular student and school needs and identify which strategies from this reform menu will be used to address these needs. Schools will also need to identify strategies to assist particular cohorts of students relevant to their student population (such as students with identified needs and Refugee students). The plan will also include measures against which school progress will be monitored.

Principals will be required to ensure that school staff clearly understand how their individual work contributes to the measures within the school plan and in turn how their ongoing professional learning links to the overall goals of the school.

As each school will produce a single plan, it will also describe how existing as well as new National Partnerships funding will be used to support identified strategies.

In the Catholic and Government sectors school plans will be developed as part of the existing school planning arrangements. Existing approval processes will be strengthened to incorporate compliance with the reform directions in the National Partnership.

In the independent sector a process will be developed to ensure that schools invited to join the program have plans that are consistent with the reform directions and that schools are accountable for delivery of these plans.

School plans will be published on school websites and reviewed annually as part of a cycle of continuous school improvement. For schools commencing on the program in 2009 or 2010, school plans will be published on school websites by early 2010. Schools commencing on the program in 2011 and 2012 will be required to publish their plans on their school websites early in their commencement years.

Officials from the Commonwealth Department of Education, Employment and Workplace Relations may request to view plans developed under this partnership and participate in site visits to schools.
2.0 Reform Priorities

2.1 Reform directions

Through this partnership New South Wales will undertake a focussed set of reforms with the clear aim of making a measurable difference to the educational outcomes in our most disadvantaged schools.

In implementing the reforms, schools will focus clearly on:

- Identifying the outcomes that need to be achieved in each school.
- Using a menu of reforms to put in place new strategies that can effect measurable change, with teacher quality as the first priority.
- Identifying and addressing individual needs of students.
- Accountability for achieving outcomes with transparent planning and reporting.
- Ongoing evaluation of reform to refine implementation.

*Mandatory Reform Elements*

The absolute priority in this National Partnership will be on steps that directly lift the availability of high quality teaching in the State’s most disadvantaged schools. While schools will have the flexibility to try new and innovative approaches, and to engage closely with their community, this is to be done within a framework where teacher quality interventions are the building-blocks for reform in each school.

To ensure that resources are directed to the highest priority teacher quality reforms, there will be a requirement that schools receiving identified levels of funding will, as a first priority, undertake specified actions drawn from the Teacher Quality National Partnership.

Schools will be required to include as mandatory elements of their plan:

- Actions to improve the availability of high quality teaching (such as attracting Highly Accomplished Teachers and employing targeted graduates or interns) – Reform 1: Incentives to attract high-performing teachers and principals.
- Professional development for school executives and teachers to help them use and analyse student data (e.g. NAPLAN) to cater to student needs – Reform 4: Providing innovative and tailored learning opportunities.
Once the mandatory elements are undertaken, schools would still have a significant sum of additional funding with which to select other reform options. Existing and redirected resources would also be available.

Schools will not be limited to only selecting these Teacher Quality reforms. They may choose to use more than the mandatory number of items or look to be involved in other aspects of the Teacher Quality Partnership (such as seeking to become a Centre for Excellence).

For the small number of schools that are unable to meet the mandated requirements in their plan, or for whom a compelling case can be made that a different balance of menu items would provide better outcomes, a variation would need to be approved by the school authority.

2.2 Rationale

Reforms have been weighted to those that are ‘close to the classroom’ and that have a direct impact on student learning outcomes. Many of the reforms listed are modelled on programs and initiatives that have been effective in both government and non-government schools in New South Wales. They draw on the evidence base developed within Australia, internationally and from evaluations of programs that have already been trialled within this state (Appendix E).

Many of the approaches extend from the principal programs for Government schools serving low SES school communities: the Priority Schools Funding Program, the Priority Action Schools Program and the Schools in Partnership program for schools with a high proportion of Aboriginal students.

The reforms also recognise the importance of school leaders and leadership, particularly the leadership required to make a significant difference in the schools and their communities represented in the partnership.

2.3 Reforms

In addition to the mandatory reforms, schools will be able to include elements from each of the six reform areas outlined below. Importantly, the options include key reforms from the Teacher Quality and Literacy and Numeracy National Partnerships. In this way, schools to be included in this National Partnership will be able to strengthen the combined impact of the reforms in the other Partnerships.

Given the different contexts of the schools on the program (location, size, primary or secondary, student characteristics) there is a range of specific actions within each reform area that each school can select as part of their plan. Details as to which options are chosen by schools across all three sectors and the breakdown of funding for each reform option will be outlined in the first report due April 2010. Reforms will be funded for the period of the Partnership.
It is recognised that the nature of independent schools means that some of the reform options present challenges for implementation within the independent sector. This is especially the case where reform options rely on the use of school clusters to share teaching resources. The challenge for the independent sector will be to select reform options which are both suited to the nature of independent schools and achieve the aims of the National Partnerships initiative. The development of a virtual Centre for Excellence is a good example of this.
Reform 1: Incentives to attract high-performing teachers and principals

Options are aimed at both attracting and retaining high quality staff and improving the capacity of existing staff. The menu recognises that building and sustaining a school culture of ongoing professional growth is in itself a strategy for attracting and retaining high-performing staff.

Attracting high performing principals

- Provide flexible salary packages to attract high performing principals (which could include pay, fixed term contracts, ‘sabbatical’ incentives).

- Implement a mentoring program which links newly appointed principals with experienced, late career or recently retired principals, or academic partners (e.g. Priority Action School principal mentoring).

Attracting high-performing teachers

- Employ a Highly Accomplished Teacher to be an additional high quality teacher in the school. This teacher would be classroom based but also undertake mentoring and play a lead role in school-based professional learning [Teacher Quality NP].

- Employ targeted high performing graduates under the New Pathways initiative or teacher interns [Teacher Quality NP].

Other incentives

- Provide rewards for schools that meet the outcomes outlined in their school plans.

- Bolster executive support such as through:
  - the employment of additional executive members to support teaching and lead whole school professional learning in and across clusters of schools
  - enhanced induction for new executives
  - employment of support teachers and Teacher Educators
  - the provision of additional release time

- Increase on-site professional development opportunities with a focus on classroom practice and curriculum knowledge.

- Provide cross-sectoral professional networks for teachers and principals.
- Provide subsidised housing, rental assistance and remote allowances for
teachers in rural and remote schools.

- Collaborate with the NSW Institute of Teachers and the Professional Learning and Leadership Development Directorate to encourage more teachers to achieve the professional accomplishment and professional leadership accreditation stages of the teaching profession.

- Collaborate with rural universities to link pre-service teacher groups with experienced rural school staff via collaborative technologies to bring about embedded mentoring and engagement of internships with remote rural schools.
Reform 2: Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals

Principals will be critical to the reform envisaged in this Partnership. Their role in leading the development and delivery of the school plan will require strong capacities as an educational leader while meeting the challenge of administering a new and flexible set of reforms within the school. Given the scale of the challenge, this reform element also extends the role of leadership to school executives and teachers.

**Performance Management**

- Individual professional learning plans for teachers, school executives and principals based on key accountabilities linked to performance reviews (using the NSW Institute of Teachers’ Professional Teaching Standards and other leadership standards).

- Close performance management of early career teachers by more experienced teachers/mentors (using the Professional Teaching Standards). This could include a new teacher spending time in the classroom of highly skilled teacher.

**Staffing Arrangements**

- Trial enhanced decision-making where principals will have extra responsibility for recruitment, staffing mix and budget decisions, within a state-wide and systemic framework [Teacher Quality NP].
Reform 3: School operational arrangements that encourage innovation and flexibility

The success of the Partnership will rely on the ability of schools to put in place clear strategies that will have a direct impact on student outcomes. While schools will have the flexibility and the resources to develop innovative strategies, clear accountabilities will be used to establish whether these strategies are making a difference.

School flexibility and innovation

- Employ paraprofessional staff to provide additional support [Teacher Quality NP].

- Use flexible school organisation practices. This could include working in small groups, team teaching, summer schools, before and after school programs for targeted students, homework centres and adjustments to school hours.

- Use new technologies such as Connected Classrooms and videoconferencing to allow access to, and sharing of, resources.

- Employ additional staff, such as bilingual and Aboriginal School Learning and Support Officers to support newly arrived students in the classroom, and Community Liaison Officers to assist in linking schools with their communities.

- Provide alternative timetabled curriculum programs for refugee students with limited previous education which focus on intensive English language support and further educational and vocational options.

- Develop links with universities to assist in the development of new pedagogy and innovative organisational structures which reflect current international best practice.

Schools working together

Schools may work in networks or clusters to share resources and pool expertise. Clustering will also allow schools achieving positive results and improvement to join with schools making slower progress. Examples of this in practice could be:

- Utilising the Highly Accomplished Teachers within a cluster to create a collegial network.

- Cross-sectoral sharing of resources where local schools identify a shared
need.

- Timetabling models across school clusters that help to share expertise and increase curriculum options for students.

- Greater use of technology to assist in developing effective clusters (such as videoconferencing). Schools will be able to expand their curriculum offerings through clustering arrangements and the use of programs such as Connected Classrooms.

- The development of partnerships between clusters and local community groups, Aboriginal community organisations, government bodies and non-government organisations involved in meeting the social, wellbeing and learning needs of Aboriginal, NESB and students with a disability in low SES schools.
Identifying and targeting specific student needs will be essential if schools are to make measurable improvements. The ability to use student assessment and other data to identify individual, class and school needs will be critical to the success of the reforms.

**Targeted Approaches**

- Implement focussed interventions to lift results for identified students. These would include direct student interventions and professional development for teachers to implement particular evidence-based approaches. As a first priority these would be from those programs to be implemented in the Literacy and Numeracy NP, such as:
  - MULTILIT
  - Personalised Learning Plans
  - Focus on Reading 3-6
  - Reading to Learn
  - Accelerated Literacy
  - QuickSmart Numeracy
  - Taking Off with Numeracy

- Put in place transition plans for students (such as primary to secondary and post-school plans that lead to successful movement into further learning and employment).

- Implement new models to ensure achievement of syllabus standards such as:
  - Vertical curriculum models especially in the middle years
  - Project based learning
  - Integrated models of curriculum delivery centred around intellectually rich and engaging assessment tasks
  - Delivering curriculum using technology such as online resources and videoconferencing across sites
  - Producing online learning modules which are available to students and
parents outside regular school hours

- Provide whole school professional learning in ESL pedagogy for classroom teachers and school executive such as:
  - Teaching English Language Learners (TELL) for mainstream teachers of ESL
  - Teaching Refugee Students in My Class
  - ESL Scales training

**Professional Development**

- Provide professional development opportunities for school executives and teachers to help them use and analyse student data (e.g. NAPLAN) to cater to student needs.

- Utilise data sources such as socio-cultural data provided by Local Government Authority, surveys with parents and community surveys.
### Reform 5: Strengthen school accountability

Underpinning this reform direction is the use of transparent planning and reporting mechanisms that clearly outline the goals to be achieved, the strategies to be implemented and the methods to be used for assessing outcomes against the plan.

- Implement a new accountability process for school executives in Government schools.

- Strengthen school development and accountability mechanisms linked to school planning processes. Strengthened accountability could include:
  - interviews with members of the school community
  - monitoring of school performance
  - rigorous assessment of teachers and school leaders
  - external evaluation
  - publicly available annual reports to report on progress against outcomes.

- Develop specialist teams within school clusters to visit schools regularly to assess outcomes in terms of the School Plan

- Develop case studies of individual students and class cohorts that describe the impact of individual and whole school strategies on learning outcomes to share within school clusters.
<table>
<thead>
<tr>
<th>Reform 6: External partnerships with parents, other schools, businesses and communities and the provision of access to extended services (including through brokering arrangements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This reform direction will strengthen schools’ ability to address identified needs through ongoing engagement with the broader community.</td>
</tr>
<tr>
<td><strong>Schools working with communities</strong></td>
</tr>
<tr>
<td>➢ Extend the “Schools as Community Centres” concept linking schools and families with government and non-government services, and encourage parents to get involved with a range of local programs for young children and their families. For example, Families NSW initiatives, community based preschools, supported playgroups and Koori Kids, Koori Smiles (a dental health program for Aboriginal students run in partnership with NSW Health).</td>
</tr>
<tr>
<td>➢ Engage parents, community members and community organisations to fully participate in the development and implementation of a school plan that would determine future directions and ensure every child moves forward and can achieve success with appropriate support from school, home and the community.</td>
</tr>
<tr>
<td>➢ Provide professional learning for new principals, executive members and teachers in low SES school communities to create and drive whole-of-school initiatives around student wellbeing.</td>
</tr>
<tr>
<td>➢ Develop and implement strategies to lift parental expectations for their children’s education.</td>
</tr>
<tr>
<td>➢ Provide training for Aboriginal Elders and Aboriginal community members to provide support inside the classroom in relation to key areas such as attendance, literacy and numeracy.</td>
</tr>
<tr>
<td>➢ Offering ‘parent education’ classes on a range of issues to help parents and carers engage more fully with their child’s learning at school and at home. These classes would increase and improve home-school communication and could include:</td>
</tr>
<tr>
<td>o Family reading and writing – including helping your child with their learning</td>
</tr>
<tr>
<td>o Family numeracy – including helping your child with their learning</td>
</tr>
<tr>
<td>o Positive parenting classes</td>
</tr>
<tr>
<td>o Reading and understanding reports and student data.</td>
</tr>
</tbody>
</table>
Expanding schools’ services

- Offer extended transition to school programs in school communities where K-2 attendance is poor. Partnering with local preschools and community services, transition to school programs could be offered to children aged from 0-8 years (such as play groups for children starting school in the following year).

- Employ specialist support services, including allied health services, counselling services and home school liaison officers.

- Employ partnership officers within communities of schools to strengthen links between schools and their local Aboriginal communities [Teacher Quality NP].

- Develop links with Adult Migrant English Service and TAFE to provide English language courses for parents.

- Develop links with NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors to provide counselling and support for newly arrived families.

- Provide before and after school care, homework centres and other services at school.

- Broker services such as a youth worker to provide integrated family case management and settlement services for newly arrived migrant families or other targeted groups.

2.4 System Reform

Some of the actions in this National Partnership will require state-wide support through new or reoriented programs or policies. Such policies include the use of incentives, the creation and use of new staffing classifications and the development of targeted professional development programs.
3.0 National Partnership Timetable

3.1 Phasing

Given the large number of smaller schools in the program, and the reliance on the sharing of resources across schools, the program will be implemented in a way that best supports engagement between schools.

In the government sector, the program will be phased such that schools in Western New South Wales and the New England region are brought onto the program first, with other regions to follow.

The phasing also recognises that school planning is most effectively undertaken in the second half of a year, and that implementation of programs should, where possible, align with a school (i.e. calendar) year.
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Round 1 schools</th>
<th>Round 2 schools</th>
<th>Round 3 schools</th>
<th>Round 4 schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Semester 1</td>
<td>Undertake an accelerated school planning exercise to modify existing plans and begin immediate implementation for Round 1 schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Semester 2</td>
<td>Round 1 schools commence year 1 on program.</td>
<td>School plans developed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Semester 1</td>
<td>First annual report highlights progress.</td>
<td>Commence Year 1 on program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Semester 2</td>
<td>Commence Year 2 on program.</td>
<td>Participate in knowledge transfer.</td>
<td>School plans developed.</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Semester 1</td>
<td>Begin transferring knowledge to other schools, esp. Round 3 and 4 schools.</td>
<td>Commence Year 2 on program.</td>
<td>Commence Year 1 on program.</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Semester 2</td>
<td>Second annual report.</td>
<td>First annual report highlights progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Semester 1</td>
<td>Commence Year 3 on program.</td>
<td>Commence Year 3 on program.</td>
<td>Commence Year 2 on Program.</td>
<td>Commence Year 1 on program.</td>
</tr>
</tbody>
</table>

- 114 -
### 3.2 Milestones

The milestones that will trigger funding from the Commonwealth are:

<table>
<thead>
<tr>
<th>Due date</th>
<th>Milestone</th>
<th>Facilitation Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2009</td>
<td>Signing of bilateral agreement and State Implementation Plans.</td>
<td>$4.45m (full payment July 2009)</td>
</tr>
<tr>
<td>October 2009</td>
<td>Acceptance of NSW Final Implementation Plan. 2009 and 2010 cohorts School Plans developed.</td>
<td>$45.075m (75% payment 2009/10)</td>
</tr>
<tr>
<td>April 2010</td>
<td>State annual report on progress.</td>
<td>$15.025m (25% payment 2009/10)</td>
</tr>
<tr>
<td>October 2010</td>
<td>State milestone report on progress. Revised implementation plan with priority actions for 2011. 2011 cohort School Plans developed.</td>
<td>$60.825m (75% payment 2010/11)</td>
</tr>
<tr>
<td>April 2011</td>
<td>State annual report on progress.</td>
<td>$20.275m (25% payment 2010/11)</td>
</tr>
<tr>
<td>October 2011</td>
<td>State milestone report on progress. Revised implementation plan with priority actions for 2012. 2012 cohort School Plans developed.</td>
<td>$111.225m (75% payment 2011/12)</td>
</tr>
<tr>
<td>April 2012</td>
<td>State annual report on progress.</td>
<td>$37.075m (25% payment 2011/12)</td>
</tr>
<tr>
<td>October 2012</td>
<td>State milestone report on progress. Revised implementation plan with priority actions for 2013.</td>
<td>$107.925m (75% payment 2012/13)</td>
</tr>
<tr>
<td>April 2013</td>
<td>State annual report on progress.</td>
<td>$35.975m (25% payment 2012/13)</td>
</tr>
<tr>
<td>October 2013</td>
<td>State milestone report on progress. Revised implementation plan with priority actions for 2014.</td>
<td>$66.15m (75% payment 2013/14)</td>
</tr>
<tr>
<td>April 2014</td>
<td>State annual report on progress.</td>
<td>$22.05m (25% payment 2013/14)</td>
</tr>
<tr>
<td>October 2014</td>
<td>State milestone report on progress. Revised implementation plan with priority actions for 2015.</td>
<td>$50.4m (75% payment for 2014/15)</td>
</tr>
<tr>
<td>April 2015</td>
<td>State annual report on progress.</td>
<td>$16.8m (25% payment for 2014/15)</td>
</tr>
</tbody>
</table>
4.0 Co-investment

All school sectors in New South Wales invest significantly in programs to address inequity caused by social and educational disadvantage. Many of the reform options available to schools under this National Partnership have been modelled on the most successful elements of existing programs from across the school sectors. These existing programs will form an important part of the co-investment that will support the reform directions of the National Partnership.

In implementing this partnership schools will have available to them additional Commonwealth funding, additional State funding and the use of existing equity resources.

**Additional Funding**
The NSW Government will contribute $175.1 million over the first five years of the National Partnership in additional funding above that already committed in the State. This level of additional State funding will continue over the life of the program (adding to $237 million).

The funding section above outlines the methodology for distributing funding to each sector. The methodology ensures that the additional State co-investment will flow to each sector in the same ratio as for additional Commonwealth investment.

At the September 2009 MCEECDYA meeting it was decided that schools where more than 25 percent of Indigenous students are failing to meet minimum benchmarks should be targeted with additional assistance, some of which would come from the National Partnerships Initiative. Within New South Wales, many such schools are currently accommodated within the National Partnerships.

**Additional Funding to Broaden Reforms**
A key purpose of the National Partnership is to trial and implement significant reforms that can make a big difference to disadvantaged communities. There will be

<table>
<thead>
<tr>
<th>Funding ($m)</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government</td>
<td>4.4</td>
<td>60.1</td>
<td>81.1</td>
<td>148.3</td>
<td>143.9</td>
<td>88.2</td>
<td>67.2</td>
</tr>
<tr>
<td>State Co-investment</td>
<td>4.4</td>
<td>60.1</td>
<td>81.1</td>
<td>148.3</td>
<td>143.9</td>
<td>88.2</td>
<td>67.2</td>
</tr>
<tr>
<td>Additional State Funding</td>
<td>1.8</td>
<td>24.0</td>
<td>32.4</td>
<td>59.3</td>
<td>57.6</td>
<td>35.28</td>
<td>26.88</td>
</tr>
<tr>
<td>Existing and Redirected</td>
<td>2.6</td>
<td>36.1</td>
<td>48.7</td>
<td>89.0</td>
<td>86.3</td>
<td>52.92</td>
<td>40.32</td>
</tr>
</tbody>
</table>
a number of schools in other disadvantaged communities that are ready to undertake reform, but that do not directly benefit from this Partnership. To broaden the impact of reforms, up to 15 per cent per annum (starting in 2010) from the additional State funding will be made available for schools outside of this Partnership to participate in reform elements.

The additional funding will be available to all school sectors, and guidelines for the program will be developed for implementation in 2010.

**Existing and Redirected Co-investment**

Each school sector has identified resources that complement and support the National Partnership. In Government schools, a significant number of schools will also be in receipt of funding from the Priority Schools, Priority Action Schools and Schools in Partnership programs.

The Government, Catholic and Independent sectors have identified co-investment to at least the same proportion as they are represented in the program.

This co-investment will be in the form of:

**Government Schools:**

- **Priority Action Schools** – The Priority Action Schools program supports schools serving high concentrations of low socio-economic status communities in New South Wales. It focuses on improving students’ literacy, numeracy and participation outcomes. It also provides professional learning for teachers and community members, development of resource materials and sharing of effective practice in local networks of priority schools.

**Catholic Education Commission:**

- Executive training program to build school team leadership capacity and provide ongoing support.
- Additional Teacher Educator positions to provide specialist support for schools.
- Provision of additional learning support assistant positions.
- Additional staffing – highly qualified/skilled literacy teacher.
- Support for Aboriginal communities through appointment of Aboriginal Education Assistants.
- Incentives to attract staff to remote and low SES schools.
- Principal support programs to build leadership capacity.
Association of Independent Schools:

- Increased funds to low SES schools.
- School grants for literacy and numeracy in low SES schools.
- Literacy and numeracy support for low SES and additional schools.
5.0 Performance Measures

Individually, schools will be required to report to their communities publicly on the outcomes of their plans.

The measures to be reported at the school and State level will be consistent with those that schools will be reporting publicly in their annual school reports and that States will be reporting through COAG processes.

The performance measures selected for this Partnership are those most relevant to the aims of the reforms:

- Student attendance
- Literacy and numeracy performance in Years 3, 5, 7 and 9 (NAPLAN)
- School-based assessment and reporting mechanisms
- Year 12 or equivalent attainment (for appropriate schools)
- School retention data
- Student destinations
- School satisfaction (parents, students)
- Student and school community engagement (through surveys of parents and students).

For targeted student groups, additional measures such as ESL scales for newly arrived migrants will be used to track improvements.

Measures of value added will be included once these have been developed through the Australian Curriculum Assessment and Reporting Authority. Indicators which currently do not have a consistent measure – student destinations, school satisfaction and student and school community engagement – will be developed by the Schools Reporting Working Group. In the meantime, jurisdictions will report on these using existing measures.
6.0 Links to other National Partnerships

The Low SES National Partnership has clear links to the other partnerships.

Developments in teacher quality will be used to attract and retain the best teachers in the most disadvantaged schools. The prioritisation of teacher quality reform options on the menu reflects the evidence that high quality teaching is the most effective method of improving results for schools serving communities with high levels of disadvantage. It is envisaged that the majority of the low SES facilitation funding will be spent on reforms related to teacher quality and teaching.

There are also clear links to the Literacy and Numeracy Partnership. Improving literacy and numeracy results is a key aim of this Partnership. In recognition of this, schools will have the ability to take evidence-based reforms from the Literacy and Numeracy Partnership and implement them within their school (such as specific literacy and numeracy interventions).

As the Low SES Partnership runs for seven years, there is a significant opportunity to put into place the lessons learnt from evaluating the reform options in all Partnerships.

Reflecting the focus on school communities, the Partnership will also be implemented in each school cognisant of the other initiatives that are being undertaken by Government within those communities. For example a number of Indigenous Early Childhood Centres will be established in communities covered by this Partnership.
7.0 National Linkages

This Partnership contains a number of elements that will draw on, and contribute to, national initiatives. These include:

➢ The use of professional teaching standards (once agreed) as the basis for leadership and teacher quality reforms (leadership development, professional development, performance assessment, new positions, succession planning).

➢ Contributing to the national collection of evidence-based reform (particularly in literacy and numeracy).

➢ Sharing the evidence of ‘what works’ from schools from the early rounds of the Partnership implementation to guide the further implementation of the program. This could include participation in national forums with schools of similar characteristics (e.g. rural, metropolitan, small schools, those with similar student bodies).
EVALUATION

As part of its commitment to evidence-based decision making, systems improvement and accountability, New South Wales will implement a common evaluation framework to support a coordinated and consistent approach to evaluation and reporting of reform activities across the ‘Smarter Schools’ National Partnerships. This framework will set out the common questions to be investigated, preferred methodologies to be employed and common measures to be put in place.

The principles underlying the common evaluation framework for National Partnership activity in New South Wales include:

- Objectivity
- Use of recognised expertise
- Use of valid and reliable data
- Cross-sectoral involvement where possible
- A focus on outcomes

New South Wales’s evaluation strategy has two components:

1. major strategic evaluation
2. specific program evaluation

In addition to undertaking evaluation of reforms specific to the State, New South Wales will be an active participant in national evaluation activity.

Evaluation of National Partnerships will be overseen by a NSW National Partnerships Evaluation Committee, aligned to the overarching NSW National Partnership Steering Committee.

This Committee will be chaired by a highly respected and qualified external expert, qualified in research and evaluation principles. The Evaluation Committee will:

- oversee the design and implementation of major strategic evaluations of National Partnership reforms;
- provide advice on national evaluation arrangements as they develop and ensure the New South Wales evaluation framework is consistent with the agreed national approach; and
- provide advice on the methodologies to be employed as part of the New South Wales common evaluation framework.

1.1 Major Strategic Evaluations

The main purpose of major strategic evaluation is to assess the impact of National Partnership activity on student learning outcomes. This requires an evaluation framework that will accommodate investigation of the total activity/impact as well as the impact of component parts.

The New South Wales National Partnerships Evaluation Committee’s advice will be sought on the scope of strategic evaluations. The purpose of the strategic evaluations is to assess the impact of National Partnership activity on learning outcomes by targeting high profile, high cost state-wide reforms that have potential for expansion. It is not intended to encompass all evaluation activity (for example sectors may wish to undertake their own specific program evaluations). Major strategic evaluations may encompass existing programs as points of comparison with National Partnership activities.

1.2 Program Evaluation

Evaluation of New South Wales’ implementation of the Literacy and Numeracy National Partnership will include the program evaluation of reading and numeracy programs developed by the NSW DET, the Catholic Education Commission NSW and the Association of Independent Schools of NSW (see page 79 for details).
Appendix A – Schools participating in the Literacy and Numeracy National Partnership

**Government Schools**

Abermain Public School  
Aldavilla Public School  
Alma Public School  
Ambarvale Public School  
Athelstane Public School  
Auburn Public School  
Banks Public School  
Barraba Central School  
Batemans Bay Public School  
Bathurst South Public School  
Bathurst West Public School  
Batlow Technology School  
Bega West Public School  
Bellambi Public School  
Beresfield Public School  
Beresford Road Public School  
Blairmount Public School  
Bletchington Public School  
Boggabri Public School  
Botany Public School  
Bourke Public School  
Bowen Public School  
Bringelly Public School  
Cambridge Park Public School  
Campbelltown East Public School  
Campbelltown North Public School  
Cessnock Public School  
Chertsey Primary School  
Colo Vale Public School  
Condobolin Public School  
Cooma Public School  
Coraki Public School  
Cringilla Public School  
Curlewis Public School  
Daceyville Public School  
East Hills Public School  
Farmborough Road Public School  
Forest Hill Public School  
Forster Public School  
Glen Innes Public School  
Glenelg East Public School  
Gorokan Public School  
Granville South Public School  
Gwandalan Public School  
Hanwood Public School  
Hay Public School  
Hillvue Public School  
Howlong Public School  
Ingleburn Public School  
Inverell Public School  
June Public School  
Katoomba North Public School  
Kelso Public School  
King Street Public School  
Kingswood Park Public School  
Kooringal Public School  
Lake Munmorah Public School  
Lansvale East Public School  
Lismore Heights Public School  
Lismore South Public School  
Lithgow Public School  
Lockhart Central School  
Londonderry Public School  
Luddenham Park Public School  
Lynwood Park Public School  
Mannering Park Public School  
Marayong Public School  
Maroubra Bay Public School  
Marsden Road Public School  
Mayfield East Public School  
Moree Public School  
Mount Austin Public School  
Mount Warren Public School  
Narromine Public School  
Newling Public School  
Oxley Park Public School  
Oxley Vale Public School  
Plumpton Public School  
Port Macquarie Public School  
Punchbowl Public School  
Regents Park Public School  
Revesby South Public School  
Riverstone Public School  
Riverwood Public School  
Robert Townson Public School  
Rosemeadow Public School  
Rutherford Public School  
Rydalmere Public School  
Sackville Street Public School  
Sawtell Public School  
Scone Public School  
Seven Hills Public School  
Seven Hills West Public School  
South Grafton Public School  
Tamworth West Public School  
Tarrawanna Public School  
Telarah Public School  
Thornton Public School  
Trangie Central School  
Tumbarumba Public School  
Turvey Park Public School  
Tweed Heads Public School  
Tweed Heads South Public School  
Walcha Central School  
Wallisend Public School  
Waratah Public School  
Warilla North Public School  
Warilla Public School  
Wauchope Public School  
Weston Public School  
William Bayldon Public School  
Wingham Public School  
Woy Woy South Public School  
Wyong Public School

**Non-government Schools**

Holy Family Primary School Parkes  
Holy Spirit Primary School Kurri Kurri  
Holy Trinity Primary School Wagga Wagga  
Holy Trinity Primary School Granville  
Mountain View Adventist School  
Mullumbimby Christian School  
Orange Christian School  
Pacific Coast Christian School  
Sacred Heart Primary School Mt Druitt  
Singleton Christian Collage  
St Aidan’s Primary School Rooty Hill  
St Anne’s Primary School North Albury  
St Brendan’s Catholic School Lake Munmorah  
St Felix’s Primary School Bankstown  
St Francis of Assisi Primary School Glendenning  
St Francis of Assisi Primary School Warrawong  
St Francis Xavier’s Primary School Narrabri  
St Gregory’s Queenbeyan  
St John’s Primary School Riverstone  
St Joseph’s Primary School Walgett  
St Joseph’s Primary School Portland  
St Joseph’s Primary School Boorowa  
St Joseph’s Primary School Quirindi  
St Mary’s Primary School Casino  
St Mary’s School- Warren  
St Michael’s Primary School Dunedoo  
St Nicholas of Myra Primary School Penrith  
St Patrick’s Primary School Lithgow  
St Philomena’s School Moree  
Taree Christian Community School  
Trinity Catholic Primary School Kemps Creek  
Unity Grammar  
St Patrick’s Primary School  
Blacktown
Appendix B – Research Base for the Literacy and Numeracy programs

B.1 Leadership Initiatives

Team Leadership for School Improvement Program

Description

The Team Leadership for School Improvement Program is a program for school teams to lead classroom teachers in improving student learning outcomes. Each participating school is required to identify a School Improvement Team of 4 or more staff members, including the principal and the learning/teaching mentor.

At the local level the program will be facilitated by school principals, and supported by the School/Classroom Program Facilitator and learning/teaching classroom leaders.

The program allows school based participants to:

- use student performance data to guide professional learning for school improvement
- interrogate school improvement targets in literacy or numeracy to develop a shared school community understanding and commitment
- make evidence based judgements regarding the ongoing development of teacher, leader and school performance
- build and maintain high performing teams with a shared focus and responsibility for improving student learning outcomes in literacy or numeracy
- identifying and focusing on what teachers do that has the greatest effect on student learning
- determine the best intervention strategies to improve student outcomes
- plan, implement and evaluate programs and strategies to target improvements in classroom practice to improve student literacy and numeracy
- develop skills in research, structured reflection, giving pertinent feedback and team learning
- improve teacher quality
- form meaningful local learning communities to ensure sustainability
- develop leadership capabilities that support ongoing system improvement in the future.
**Expected impact on student learning**

The Team Leadership for School Improvement Program will provide the essential professional learning to support effective and sustained implementation of identified literacy/numeracy strategies in the school.

**Research base**

The program represents best practice in professional learning for school improvement, drawing on the research of Hattie, Robinson and Rowe. The change theory of Fullan and Hargreaves informs the process. The team leadership model used in this program is influenced by Lencioni and others.

The program meets the following requirements of effective professional learning:

- high degree of personalised relevance
- informed by a capabilities framework
- flexible self managed pathways
- evidence based problem solving
- significant challenge
- workplace practice and analysis
- pertinent skilful feedback

**Learning Together: Building Leadership Team Capabilities**

**Description**

*Learning Together* is the system leadership program for Catholic Education, Diocese of Parramatta. System leadership is defined as all members of school leadership teams working in partnership with senior officers in leadership roles within the Catholic Education Office. It is a dynamic and flexible process that system leadership has constructed and participated in together during the last three years. School leadership teams (principal, assistant principal, religious education coordinator and one other coordinator) learn together, with opportunities to meet and learn with other school leadership teams in formal sessions, in addition to learning and planning together as a team at school.

*Learning Together* is underpinned by the system’s strategic intent to provide quality Catholic schooling, which is recognised in the two elements of:

- improving learning outcomes for all students
- promoting a professionally rewarding working life for teachers.
Three key priorities have been identified and agreed upon by principals and Catholic Education Office leadership for 2009:

1. improving literacy K-12
2. improving numeracy K-12
3. enhancing formation

*Learning Together* is focusing in 2009 on how the system can achieve this – how can evidence based practices be used to improve learning in literacy and numeracy? Two high yield strategies have been selected to support this focus:

- using data to inform learning
- feedback

Learning Stories have been introduced as a framework for conversation, to ensure participating leadership teams “put a face to the data” (Reeves 2008). As part of their participation in the *Learning Together* program, each member of the school leadership team is exploring the “story” of one student over the course of 2009 and reflecting on the implications of this Learning Story for leading learning in their school.

The program also supports leadership teams in building their capacity to lead their school staff in unpacking and engaging with the high yield strategies, in order to improve outcomes in literacy and numeracy. This capacity building process is built into the structure of the program, where principals meet and learn together around evidence based research and peer sharing of school practice. This is followed by the opportunity for school-based engagement with their leadership teams, prior to coming together again in system leadership network meetings.

This cycle is repeated to ensure opportunities for shared learning, action, and reflection within each school team, and together as system leadership. At school, leadership teams are also supported in their planning and learning by their Head of School Service to ensure integrated support around shared priorities and with school plans.

**Research base**

*Learning Together* has a central focus on improving student learning, drawn from the system’s strategic intent. This focus is identified (amongst other *Learning Together* program elements including an extended time period for learning, the opportunity to participate in a professional community of practice and consistency with wider research trends) by Timperley, Wilson, Barrar and Fung (2007) as being critical in effective professional learning.
Learning Together is underpinned by a shared system understanding of how people learn (Bransford, Brown and Cocking, 2000), and draws on Fullan’s (2006) expertise in school and system change (Michael Fullan worked with system leadership as part of the program in 2007 - 2008).

Effective school leadership practice includes leaders’ promotion and participation in teacher learning and development (Robinson, 2007). Learning Together places leaders at the centre of professional learning within their school, by building their capacity to lead and support effective teacher learning and whole school use of evidence-based strategies.

Hattie’s (2008) synthesis identified effective teacher approaches that contribute to student learning, and the two high yield strategies with greatest impact (using data to improve learning and feedback) were chosen to underpin the program this year. The work of Earl and Katz (2006) and Earl and Timperley (2008) have also been used to build deeper understanding of the two high yield strategies and their application in classrooms and schools.

The Independent Schools Leadership Centre (ISLC) course: Leadership for enhancing data driven literacy and numeracy improvement

Description

This leadership program will engage the leaders of the Literacy and Numeracy schools in a range of support strategies designed to enable them to gain the maximum benefit from the other components of the activities of this National Partnership. These strategies include face to face workshops, leader support, both online and in person and an action learning process. The strategies will be conducted by personnel from the Independent Schools Leadership Centre in partnership with expert leadership consultants. Program facilitators will work closely with those responsible for the other components on this NP.

School leaders will attend a three day workshop which will equip them to understand how to harness the potential of the literacy and numeracy professional development and intervention strategies they choose to embed sustainable improvement in learning outcomes for students in their school communities. It will explicitly provide them with the understandings required to ensure that their school community makes the most of the data analysis tools provided to them through this NP.

The leadership skills of change management and leading a learning community to enhanced professional practice will be built into the workshops and then enacted by these school leaders using an action learning model on their return to school.

Ongoing support for this process will be provided through the mentors involved in the leadership program to schools for the life of the NP to ensure that the school
leadership results in improved student outcomes and sustained change in teaching skills in the long term.

The goal of the leadership program is to facilitate maximum effectiveness for the other components of this NP by supporting the leaders of the project schools to enhance the learning capabilities of their communities in an ongoing way.

**Expected impact on student learning**
All students in schools participating in this program will benefit from more targeted and appropriate teaching and learning as a consequence of the development of informed school improvement plans for literacy and numeracy.

The program will aim to build on school leaders’ data analysis skills and to enhance their strategic planning, resource allocation and teacher programming activities. It will focus on assisting leaders to manage the change involved in building the school’s capacity to implement productive interventions which result in sustained improvement in student results.

The impact of this program will be evidenced by and evaluated through consideration of longitudinal records on benchmarking activities such as NAPLAN. Interim assessment using school developed tools focusing on the particular areas for development identified through the school review and planning process (that forms the core of this program) will likewise be used to monitor progress outside national standardised testing times.

**Research base**
There is an extremely large evidence base that demonstrates the success of specifically targeted interventions based on the use of student outcomes data to inform instruction. See for example:


Catholic Education Office, Sydney (for Sydney and Maitland-Newcastle schools): *Leadership Matters*

**Description**
National Partnership Leadership priorities for building leadership capacity include flexible, leader driven, engagement and sustainability harnessed productively in the context of a shared understanding of the moral and conceptual underpinnings which support and shape student improvement. Any improvement initiative will need to be monitored and refocussed in the light of data and discernment. Leaders will engage in an annual personal performance review aligned with the national partnership key focus area of literacy and/or numeracy. Personal
performance goals will be directly linked to improving student outcomes. Leadership teams will participate in:

- professional learning that allows teachers to use observational and assessment data, including the NAPLAN data, to inform future intervention strategies
- innovative and engaging teaching strategies, including the use of interactive technology, that address identified student needs
- evidenced based practice to inform future leadership programs.

Expected impact on student learning
Leaders will engage in an annual personal performance review aligned with the national partnership key focus area of literacy and/or numeracy. Personal performance goals will be directly linked to improving student outcomes. Leadership teams will participate in:

- professional learning that allows teachers to use observational and assessment data, including the NAPLAN data, to inform future intervention strategies.
- Innovative and engaging teaching strategies, including the use of interactive technology, that address identified student needs.
- Evidenced based practice to inform future leadership programs

Research base
Current educational researchers (Beare 2006; Duignan, 2005; Fullan, 2003; Starratt, 2004) advocate that leadership and moral purpose cannot be separated. In the current political environment, leadership in schools matters more than ever (Fullan, 2003; Hargreaves, 2003; Pierce, 2003). Dean Fink (2005) puts it this way:

schools for tomorrow will require leaders who are passionately, obsessively, creatively and steadfastly committed to enhancing student learning (p. 1).

Shared moral purpose within educational communities has been steadily recognised in the international literature as one of the basic requirements for bringing about the kind of change and improvement that will deliver desirable student learning outcomes through the transformation of the learning process (Duignan, 2006; Fullan, 2007; Sergiovanni, 1999; Starratt, 2004, 2007, 2008).

The Leadership Matters program will explore the values of Catholicity, Excellence, Justice, Transformation and Common Good. It includes an exploration of the ethical responsibilities of leadership, such as the virtues of Authenticity, Presence and Responsibility.
It specifically challenges leaders in participative practice, evidence-based practice, professional learning, sustainability, community and culture, change, external networking, and capabilities in learning. These include Curriculum standards and targets, school and class organisation, pedagogy teaching, pedagogy learning, intervention programs, monitoring, assessment and reporting.

The provision of an overarching conceptual framework within which the multiple strands of the National Partnerships intervention can be understood as a coherent whole will be incorporated into the program. This will address moral purpose, authentic learning and educative leadership (Burford, 2007, Bezzina, 2008, Duignan, 2006. Starratt, 2004, 2008).

Catholic Education Offices of Lismore, Wollongong and Wilcannia-Forbes in collaboration with the Australian Catholic University: Leaders Transforming Learners and Learning

**Description**
Leaders Transforming Learners and Learning (LTLL) investigates the linkages between leadership and learning with a particular emphasis on moral purpose. The program focuses on schools tailoring approaches to their student cohorts based on a solid overview of research proven approaches to leadership and pedagogy. The LTLL program has been used in a practice-based research project with 20 Catholic schools in NSW and has been found to be effective in enabling teacher leadership, clarifying shared purpose and enhancing pedagogy and student outcomes.


**Description**
The Australian Council for Educational Leaders Leadership Capability Framework and Curriculum- Creating 21st Century Leaders is a new program designed to build the capabilities of school leadership teams to not only solve familiar problems in familiar contexts, but to develop the capacity of leaders “to respond to changing circumstances and to try to improve those circumstances.”

The participating school will form a School Improvement Leadership Team. This team will consist of system and school leaders working collaboratively with the school’s leadership.

The School Improvement Leadership Team will map their learning needs against the Australian Council for Educational Leaders Leadership Capabilities Framework. The program will be shaped to address the specific needs of the School Improvement Leadership Team. This program will be led by a facilitator-coach from Australian Council for Educational Leaders.
At the local level the program will be facilitated by the school’s principal supported by the School Improvement Leadership Team.

The Australian Council for Educational Leaders Leadership Capability Framework is a set of capabilities for educational leadership. It focuses on the relationship between leadership and student outcomes. It is a learning resource and learning tool that can be used by individuals, teams, schools and systems to

- Drive leadership strategies including leadership development
- Drive leadership development programs
- Address the school’s overall picture of leadership in its context
- Assess, identify and develop leadership capabilities
- Provide leadership skills, attributes, knowledge, understandings and capacity for undertaking whole-school and system-wide innovation processes.

The Australian Council for Educational Leaders Leadership Capability Framework is organised into three leadership growth areas:

- Leads Self for Learning
- Leads Others for Learning
- Leads the Organisation for Learning.

There are 11 Leadership Capabilities and 33 key aspects of the Leadership Capabilities provided in the framework. The 11 Leadership Capabilities and Key Aspects are:

<table>
<thead>
<tr>
<th>Leads Self for Learning</th>
<th>Leads Others for Learning</th>
<th>Leads the Organisation for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuously works to develop and consolidate own identity</td>
<td>Develops a learning culture in which all can successfully learn</td>
<td>Builds accountability and ownership for learning through all levels of the organisation</td>
</tr>
<tr>
<td>- Self awareness and renewal</td>
<td>- Relational trust and values</td>
<td>- Student learning</td>
</tr>
<tr>
<td>- Resilience</td>
<td>- Safe learning environment</td>
<td>- Accountability</td>
</tr>
<tr>
<td>- Personal Courage</td>
<td>- Builds and supports individual and team capability and performance</td>
<td>- Results focus</td>
</tr>
<tr>
<td>Grows personal attributes and skills to enhance performance</td>
<td>- Individuals</td>
<td>Creates optimum opportunities for learning and growth</td>
</tr>
<tr>
<td>- Self as leader</td>
<td>- Teamwork</td>
<td>- Culture and change</td>
</tr>
<tr>
<td>- Self as learner</td>
<td>- Performance</td>
<td>- Entrepreneurship</td>
</tr>
<tr>
<td>Models ethical behaviour and practices</td>
<td>- Capability</td>
<td></td>
</tr>
<tr>
<td>- Personal integrity</td>
<td>- Diversity</td>
<td></td>
</tr>
<tr>
<td>- Values</td>
<td>Makes learning the core focus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Excellence in pedagogy</td>
<td>Builds sustainable and purposeful internal and external relationships</td>
</tr>
<tr>
<td></td>
<td>- Coherent approaches</td>
<td>- Community</td>
</tr>
<tr>
<td></td>
<td>- Professional learning community</td>
<td>- Connectivity</td>
</tr>
<tr>
<td></td>
<td>Uses skillful language and communication to move learning forward</td>
<td>- Political</td>
</tr>
<tr>
<td></td>
<td>- Skilled communication</td>
<td>- Advocacy/Influence</td>
</tr>
<tr>
<td></td>
<td>- Professional learning conversations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Feedback</td>
<td></td>
</tr>
</tbody>
</table>

- 132 -
Expected impact on student learning

The Leadership Capability Framework and Curriculum – Creating 21st Century Learners will provide professional learning for leaders to better address the complexities they face in improving student learning. It will allow for leadership to be developed across the school with a specific focus on learning.

Research base

This program has been developed by the Australian Council for Educational Leaders (the peak Australian professional association for educational leaders) in consultation with key educationalists, academics and educational leadership practitioners in Australia and has been complimented by an analysis of relevant literature. It has been critiqued at both the national and international level by experts and leaders in the field.

The framework links metastrategic principalship with teacher leadership to build leadership capacity within the school. It is inclusive of the best contemporary theory around Strategic Leadership, Transformational Leadership, Educative Leadership and Organisation Wide Leadership.

A set of principles underpin the framework. These include:

- a moral purpose focused on the needs of students and maximising opportunities and outcomes for all students
- working from an evidence based paradigm of educational leadership and leadership learning
- valuing school-based and school-inspired leadership
- developing needs-based professional learning, including self-assessment and diagnostic tools for self improvement
- the development of leadership capabilities at all levels of leadership within and between schools.

B.2 Individual Student Intervention Programs: Reading

Making Up Lost Time in Literacy (MULTILIT)

Description
This remedial reading program aims to address the needs of students aged 7 and over who are falling behind their peers by providing an intensive, structured, systematic program of instruction in reading and related skills carried out within a positive, usually one-to-one, teaching environment.

The MULTILIT program incorporates the three key features research shows that effective tuition programs for low-progress readers need to include:

- ‘phonics’ or word attack skills
- sight words recognition; and
- supported book reading in a one to one context.

Research Base
A major research report published by Wheldall, K., & Beaman, R. (2000) An evaluation of MULTILIT: 'Making up lost time in literacy', Department of Education, Training and Youth Affairs, Canberra, followed a two-year study including follow-up of students 6 months after leaving program and then after 12 months. It was found that almost all MULTILIT programs have been extremely effective in raising performance levels in reading and related skills.


Mindful Learning: Mindful Teaching

Description
Mindful Learning: Mindful Teaching: What does it mean? How do we do it? is an inquiry designed by teachers into teaching reading. The inquiry process allows a personalised approach for each learning community. Teachers will be supported to identify and address specific questions in order to meet the needs of students learning to read.

Mindful Learning: Mindful Teaching will address key understandings that underpin the teaching of reading; key evidence based strategies that develop effective readers as well as key processes that will enable teachers to develop their knowledge and skills in supporting the development of reading comprehension.

An intervention for students experiencing difficulty with reading is also a key component of Mindful Learning: Mindful Teaching. The intervention will be designed to complement and enhance the daily learning designed for all students.

The University of Sydney’s Faculty of Education and Social Work will partner the Diocese of Parramatta in this project.

Research base
Bransford, Cockling and Brown (2000) state that understanding the context of the learner, assisting the learner to make connections and engage in meta-cognition are critical in developing self-regulated learners. Self-regulated learners are able to generalise their learning and apply it to new and novel situations.

Teaching reading therefore needs to focus on developing student’s strategic understanding to enable them to self-regulate and apply their learning. As Pressley (2002) argues “good comprehenders are extremely active as they read” Pressley 2002:291. An approach such as this requires the understanding and application of strategies by the teacher to support this learning.

A critical component of Mindful Learning: Mindful Teaching is an intervention for students who are experiencing difficulty in accessing texts. The intervention will contain the essential elements as outlined by Allington (2007) “Substantially expand the volume of daily reading; Ensure access to appropriate texts all day long: provide
needed expert, explicit, personalised instruction and craft coherent and balanced array of reading lessons and activities.” Allington 2007

*Mindful Learning: Mindful Teaching* incorporates the key elements of both effective teacher professional learning and leadership for learning from Timperely, Wilson, Barrar and Fung (2007) and Robinson (2007).

**Supporting Individual Readers**

**Description**
This is a diocesan-designed intervention program to support a low-SES community school with significant numbers of students from a language background other than English (LBOTE). The program supports the design of individual learning plans to order to improve the educational outcomes of students in the area of Reading.

This intervention is part of the menu because it will focus on developing the literacy skills of students who are below and at National Minimum Standard, including language background other than English students. The program will develop the teachers’ capacities to support students reading and oral language skills through literacy activities which expose them to a rich language and literature environment that is within their zone of proximal development. The professional learning will support teachers in designing and delivering learning and teaching activities that are carefully sequenced and linked to student needs and which provide constructive and supportive feedback in a cooperative learning environment.

**Research base**
This program is based on the premise that intervention is a purposeful and strategic support of identified students to enhance their learning. This intervention program will include strategies that are designed to ensure that these students are equipped with the literacy skills, knowledge and understandings, which enable them to achieve appropriate learning outcomes. It will involve the gathering of authentic assessment information and the development of learning and teaching programs.

The role of the teacher is to interview vigorously and systematically ... on the basis of excellent knowledge of the domain and of student conceptions and misconceptions in that domain, assembled from high quality formative assessments. (Effective Teaching Practices for Students with and Without Learning Difficulties, by Ken Rowe)

The draft *Diocesan Literacy and Numeracy Statement* refers to intervention programs requiring regular and sensitive monitoring, sustained by the whole learning community. Intervention programs aimed at achieving these outcomes:

- should be based on a range of multidimensional and diagnostic assessments that assist in the design and implementation of relevant individualised intervention
➢ require a sound knowledge of each student including their academic needs, background, learning style and the nature of previous interventions

➢ require awareness of these needs when developing effective pedagogical practices that are supportive of improving learning outcomes

➢ must be highly structured and allow for large amounts of practice structured, explicit and sequenced learning flexible settings including small group and one-to-one

➢ should provide informal and formal learning opportunities to assist in building literacy capacity for students with high support needs

These principles for effective intervention are informed by the work of Alison Davis, Ken Rowe, Luke and Freebody and The National Inquiry into the Teaching of Reading.

**Targeted Reading Intervention**

**Description**
This holistic reading intervention strategy, developed by the NSW Department of Education Riverina Region, is an approach that focuses on the intellectual and emotional needs of students, in Years 2-5, who are not meeting set reading benchmarks. It focuses on the use of comprehensive assessment strategies that are aligned with the *K-6 Literacy Continuum* and the *Best Start* program. It also advocates and supports teachers in their knowledge development and ability to select and apply explicit evidenced-based teaching methods at the point of need. Teachers will be given opportunities to explore the elements of in-class quality teaching (as opposed to withdrawal models), with a particular focus on the use of reciprocal feedback. The program will also be contextualised in relation to programs that are currently running within the target schools, including: *Best Start*, *Accelerated Literacy*, *Reading Recovery* and *Focus on Reading*.

A major component of this program is the ongoing professional development that will be provided within individual schools and the promotion of quality teaching and its relative impact as outlined by Hattie (2003). It will also provide opportunities for professional dialogue within and between schools. Literacy consultants will be pivotal in ongoing support and guidance through online support, focused observations and in-class mentoring. In its entirety, this program seeks to be individualised to students and teachers so that it is highly relevant to the holistic needs of the stakeholders.

**Research Base**
Reports and reviews
Using Individual Education Plans (IEPS) with LEXIA

**Description**
Individual Educations Plans (IEPs) are currently used by the school to assist with students who require individualised programs devised for them in their learning. The current goals will be expanded to include specific areas of need in literacy.

LEXIA is a continuing individual intervention program that assists students with learning needs in literacy focusing on phonemic awareness, phonics and comprehension. It is student-centred software that allows students to work at his/her own pace and also be supported by a learning support assistant (teacher aide) as needed.

It is an American-developed program that Maitland-Newcastle has been trialling and using over the last 2 years in many of our schools, and has recently been publicised on ABC’s Stateline program. Schools in Central Queensland with high populations of indigenous students who experience literacy difficulties were featured using LEXIA. It is animated and engaging for the students; it is one-one program and is worked at a student’s own pace.

**Research base**
LEXIA has been trialled in schools in America over the last two decades.
Corrective Reading - Working Out What Works

Description
Corrective Reading is an explicit instruction approach that was part of the professional development program, Working Out What Works, supporting the national Third Wave Literacy and Numeracy Intervention research project funded by the Commonwealth Department of Education, Science and Training, and conducted by ACER in 2005.

Corrective Reading is an SRA reading program designed for students who experience difficulty learning to read despite earlier interventions. It is a program where all skills are explicitly taught, practiced and built on in the following lesson. All materials are provided. All lessons are prepared and provided for the teacher. The program can be delivered by teachers or by support staff who have been trained in the method of instruction. Lessons are designed to be delivered in small groups of students at the same level or on a one-to-one basis. The program consists of 65 prepared lessons recommended to be delivered over 40-50 minutes four or five times a week. Significant improvements in student reading ability may be seen in one term.

Research base
This program has been shown by many studies to deliver significant improvements in student reading performance and in student self esteem over a short period of time.

This program is strongly supported by research evidence attesting to its efficacy including the following report:


B.3 Whole-school and whole-class reading programs

Accelerated Literacy

Description
Accelerated Literacy was designed to teach speakers of Aboriginal English how to access Standard Australian English and how to be academically literate across the curriculum. It is a research and evidence based K-12 mainstream pedagogy that aims to improve literacy achievement for Aboriginal students at an accelerated rate while improving outcomes for all students.

This approach leads learners through intensive exploration of the complex grammar in age appropriate, rich texts across the curriculum. *Accelerated Literacy* uses a whole-text approach with students and teacher working as a team to decode the text being investigated. The *Accelerated Literacy* pedagogy goes beyond teaching the ‘basics’ of reading to teaching the complex literacy skills needed to participate in a literate society. This approach has application across the curriculum, across all achievement levels in a class.

**Research Base**

A research report by Cresswell, John, et al., (December 13, 2002) *Evaluation of the University of Canberra program for advanced literacy development scaffolding literacy program with Indigenous children in school* by the Australian Council for Educational Research, Camberwell, Victoria, concluded that the program is an effective means of improving the literacy skills of those students such that they achieved at a much higher level than if they had followed the normal course of events in pursuing literacy skills.

In May 2009, a report from the Australian Council for Educational Research, entitled *Evaluation of Literacy Approaches for ESL Indigenous Students Project 2005–8*, will be published by Dr Marian Meiers. It will provide rigorous assessments using the Longitudinal Literacy and Numeracy Study (LLANS) literacy assessments to provide quantitative data on children’s literacy growth.


**First Steps Literacy 2nd Edition - Reading**

**Description**

First Steps Literacy 2nd Edition - Reading provides a framework for linking assessment with teaching and learning. The original *First Steps* Program was researched and developed over a five year period by the Education Department of Western Australia.

*First Steps Literacy 2nd Edition* builds on the original *First Steps* by drawing upon contemporary research to help teachers address current literacy challenges. It provides teachers with comprehensive ‘Maps of Development’, based on Vygotsky’s zone of proximal learning. These maps help teachers assess and monitor student needs and also provide explicit links to purposeful teaching and learning experiences.
First Steps Literacy 2nd Edition includes detailed support material that will enhance learning and help teachers build effective literacy classrooms.

First Steps Literacy 2nd Edition – Reading is a whole school approach that includes assessment and explicit teaching strategies. The program content has an emphasis on comprehension, fluency and specific skill development in word and letter knowledge.

Where students are not making appropriate progress increased support at both the classroom level and in the form of more intensive intervention programs will be developed using First Steps strategies.

Research base
First Steps 2nd Edition is formed on the basis of key findings from evidence based research that identify teaching practices which underlie effective literacy instruction. Such research includes:

- Report of the National Reading Panel: Teaching Children to read (NRP, 2000)
- Preventing Reading Difficulties in Young Children (Snow, Burns & Griffin, 1998)

First Steps 2nd Edition has been successfully implemented in schools in Australia, Asia, New Zealand, United Kingdom, USA and Canada. The Program has also been implemented throughout over sixty International Schools world-wide.

Focus on Reading 3-6

Description
Focus on Reading 3-6 is a teacher and school leader professional learning program designed to accelerate improvements in whole school reading performance. It builds on literacy professional learning offered to K-Year 2 teachers, initiated under the Best Start Kindergarten Assessment initiative, by engaging and supporting Years 3-6 teachers and school leaders as a focused purpose-driven school learning community (Sytsma, 2008; DuFour, 2004; Fullan, 2001).

The program focuses on the development of:

- effective evidence-based knowledge and practice in relation to teaching reading in Years 3-6 (Kouider, Mokhtari and Edwards, 2007; Cobb 2005)
- literacy leadership skills (Fink, 2008; Hill and Crevola, 1999)
- mentoring and coaching classroom teachers (Walpole, S., & McKenna, M. 2004).
In addition, the program explores reading strategies found to be successful with Aboriginal learners (Rose, 2006; Gray, 2007). This includes localised cultural awareness training and engaging the local community in supporting student reading progress.

School leaders participating in Focus on Reading 3-6 are supported using a range of web 2.0 tools (e.g. videoconference, RSS) by state office personnel in consultation with the Board of Studies, Catholic and Independent schools and support staff as well as subject association representatives. Participating schools are encouraged to develop and/or utilise appropriate school-based processes to involve and inform parent and community members, particularly Aboriginal community members.

**Research Base**
This program draws on evidence from the professional learning program models of Literacy on Track and Literacy in the Middle Years, implemented in NSW schools in recent years.


National Inquiry into the Teaching of Reading Report (2008), *Teaching Reading*

**Mindful Learning: Mindful Teaching**

**Description**
*Mindful Learning: Mindful Teaching: What does it mean? How do we do it?* is an inquiry designed by teachers into teaching reading. The inquiry process allows a personalised approach for each learning community. Teachers will be supported to identify and address specific questions in order to meet the needs of students learning to read.

*Mindful Learning: Mindful Teaching* will address key understandings that underpin the teaching of reading; key evidence based strategies that develop effective readers as well as key processes that will enable teachers to develop their knowledge and skills in supporting the development of reading comprehension.

The University of Sydney’s Faculty of Education and Social Work will partner the Diocese of Parramatta in this project.
**Research base**

Bransford, Cockling and Brown (2000) state that understanding the context of the learner, assisting the learner to make connections and engage in meta-cognition are critical in developing self-regulated learners. Self-regulated learners are able to generalise their learning and apply it to new and novel situations.

Teaching reading therefore needs to focus on developing student’s strategic understanding to enable them to self-regulate and apply their learning. As Pressley (2002) argues “good comprehenders are extremely active as they read” Pressley 2002:291. An approach such as this requires the understanding and application of strategies by the teacher to support this learning.

A critical component of *Mindful Learning: Mindful Teaching* is an intervention for students who are experiencing difficulty in accessing texts. The intervention will contain the essential elements as outlined by Allington (2007) “Substantially expand the volume of daily reading: Ensure access to appropriate texts all day long: provide needed expert, explicit, personalised instruction and craft coherent and balanced array of reading lessons and activities.” Allington 2007

*Mindful Learning: Mindful Teaching* incorporates the key elements of both effective teacher professional learning and leadership for learning from Timperely, Wilson, Barrar and Fung (2007) and Robinson (2007).

**Reading to Learn**

**Description**

This professional learning program aims to integrate reading and writing with teaching across the curriculum. The approach taken by *Reading to Learn* is not to withdraw or treat students differently, but to train teachers to support all the students in their classes to successfully achieve the syllabus outcomes.

Extensive research in language across the curriculum, using functional linguistics and genre theory (Christie 1999, Martin 1999, 2000) is also applied in *Reading to Learn* to analyse the kinds of reading and writing tasks expected of students at each level of schooling.

The program involves students engaging in a sequence of activities that focus initially at a level of text which, although age and stage appropriate, is a level beyond which students could achieve independently.

The program has been found to be effective with both Aboriginal and non-Aboriginal students. While designed to be K-9, it is reported to be particularly suited to Stages 2-3.
Research Base
The Reading to Learn approach builds on several theoretical bases: on the social learning theory of Vygotsky (1978) and Bruner (1986), on the functional model of language known as systemic functional linguistics (Halliday 1994, Martin & Rose 2003), on genre theory (Martin & Rose 2007), and the educational sociology of Basil Bernstein (1996).

A report by the Catholic Education Office (2003-2004) Melbourne used pre and post DART tests and confirmed the effectiveness of the project for students in the middle years of schooling, particularly those considered to be educationally disadvantaged or at risk... (It) was successful in accelerating the literacy performance of over 955 of the target students underachieving in literacy.

An evaluation by Dr Robert Carbines et al. (Dec 2005) Evaluation of the Years 7–10 English Aboriginal Support Pilot Project, Erebus International (which was engaged by the NSW Office of the Board of Studies) found that project participation assisted all teachers in refocusing on their own style of pedagogy in the classroom and all the teachers have seen the early signs of success for their students and are therefore committed to extending the approach to other students in the school.

The NSW Department of Education and Training’s Bourke Schools District Murdi Paaki Project (2006–2009) has determined that the program is highly suitable intervention for the middle years of schooling (as it is) inclusive of students from diverse cultural and linguistic backgrounds; effective in both mainstream and intervention contexts; flexible and adaptable to different models of delivery; supportive of different levels of literacy development, including reading, writing, spelling, punctuation and grammar.

B.4 Individual Student Intervention Programs: Numeracy

Taking off with numeracy: Individual intervention

Description
Taking Off With Numeracy offers teacher professional learning and support for two levels of intervention, whole class and an individualised numeracy intervention process. Due to the nested nature of the program design, there is a high level of alignment in learning opportunities between the individualised intervention and the whole class program. See http://takingoffwithnumeracy.com.au/index.php

The individualised teaching and learning process provides additional support for students at risk of achieving at or below the minimum band in NAPLAN. This is achieved through:

- identification of the student group to be involved in the focused intervention through diagnostic screening
➢ access to secure digital video case files for students, allocated to expert numeracy case managers

➢ professional learning that allows teachers to identify the specific points at which students are making errors when solving problems

➢ focussed teaching sessions with small groups of students (typically 2-4 students)

➢ innovative and engaging teaching strategies, including the use of interactive technology, that address identified student needs

➢ access to digital numeracy activities to support children’s continued learning at home

➢ a focus on students’ mental computation strategies leading to the flexible use of number facts and students’ use of structuring numbers.

Student progress is monitored by assessment referenced to the program’s numeracy continuum, and to the Stage expectations of the NSW Mathematics K-6 syllabus. Teaching and learning mentors will support effective school planning and program implementation. Professional learning for the mentors will be provided through a range of modes including face-to-face workshops, video conferencing and the use of Web 2.0 tools, such as videocasts and RSS feeds.

To enhance schools’ capacity to build strong numeracy knowledge and leadership skills, a whole school approach is recommended and each school is required to identify a school numeracy leader. The school Principal or an executive member is required to be part of the school team implementing the project and attend a two-day professional learning event in Sydney along with the teaching and learning mentor and the school/classroom program facilitator.

Site-based, ongoing professional learning for teachers will be supported through the exchange of information on a case managed approach to numeracy support. Teachers will be able to load brief video excerpts to a secure website to address the on-going identification and remediation of students’ numeracy needs. Numeracy case managers will provide specialist feedback and suggestions to classroom teachers through the website.

Additionally, mentors will work in and across classes, strengthening consistent program delivery. Teachers, school teams or school clusters will have opportunities for ongoing professional dialogue, reflection and team-teaching in focused numeracy teaching.

**Research base**

Research into children’s understanding of number over the last decade suggests that there are identifiable progressions in how children develop numeracy concepts
These progressions have led to the development of models, or frameworks of numeracy development that can be viewed as providing useful pedagogical frameworks for teachers. This is based on the assumption that if teachers can identify where a child is on a framework and can then identify the next step for the child, then teaching should be more effective. Once the student is mapped against the framework, the teacher has a clearer idea of where the student is at using the growth points.

In developing the framework, it was intended that the framework would:

- reflect the findings of relevant research in mathematics education from Australia and overseas;
- emphasise important ideas in early mathematics understanding in a form and language readily understood and, in time, retained by teachers;
- reflect, where possible, the structure of mathematics;
- allow the description of mathematical knowledge and understanding of individuals and groups; and
- form the basis of planning and teaching. (Clarke et al., 2001)

**Quickstart Numeracy**

**Description**

*QuickSmart Numeracy* is a basic skills intervention in the assessment, diagnosis and remediation of basic mathematical skill deficits that impact on the numeracy of students. It is designed for persistently low-achieving students.

The program aims to improve the automaticity of basic skills to improve higher-order processes. (The program’s name was derived from the outcomes it is trying to achieve in students’ basic skills - quick in response speed and smart in strategy use.)

Automaticity, or automatic and effortless recall of well-learned information, frees up working memory and allows students with learning difficulties to undertake higher-order mental processing with greater efficiency and success.

The QuickSmart instructional program consists of three structured, teacher- or teacher aide-directed, 30-minute, small-group lessons each week for approximately 26 weeks.

**Research Base**

During 2005, the Northern Territory Department of Employment, Education and
Training initiated the QuickSmart Numeracy Intervention Program Pilot Project in eight schools. This was extended to twelve schools in 2006. Results from the extended pilot project have clearly shown that students participating in the QuickSmart program made very significant gains in their ability and confidence to use mathematics and 'narrowed the gap' in achievement compared to their peers. The target students are learners who are in Years 4 – 7, who despite regular attendance and no identified learning disability, have been unable to demonstrate the numeracy outcomes expected of their cohort.


### B.5 Whole-school and whole-class numeracy programs

**Learning in Numeracy (K-8)**

**Description**
The Learning in Early Numeracy (LIEN) and Learning in Numeracy (LIN) professional development programs are initiatives of The Association of Independent Schools of New South Wales for Number. It is based on the research findings of the Early Numeracy Research Project (ENRP), a longitudinal study conducted by Clarke et al in Victoria between 1999 and 2001. The *Learning in Numeracy* program was developed in 2005 through the Australian Government *Numeracy in the Middle Years of Schooling Initiative*. It has been independently evaluated.

The program provides teachers with:

- knowledge of how students acquire number concepts (the learning framework)
- an effective means by which to assess students' level of thinking (the task based one-to-one interview) and
- an increased understanding of how they can assist student's progress (the professional development).

In order to support teachers to assess and provide an intervention for students at or below the minimum standard, a comprehensive program supporting Number is implemented in a school-based K-8 approach.
Research Base
Research into children’s understanding of number over the last decade suggests that there are identifiable progressions in how children develop numeracy concepts (Carpenter et al., 1999; Clarke et al., 2001; Cobb et al., 1997; Fuson et al., 1997; Jones et al., 1996; Steffe et al., 1992; Steffe et al., 1983; Wright, 1998, Young-Loveridge, 1999).

These progressions have led to the development of models, or frameworks of numeracy development that can be viewed as providing useful pedagogical frameworks for teachers. This is based on the assumption that if teachers can identify where a child is on a framework and can then identify the next step for the child, then teaching should be more effective. Once the student is mapped against the framework, the teacher has a clearer idea of where the student is at using the growth points.

In developing the framework, it was intended that the framework would:

- reflect the findings of relevant research in mathematics education from Australia and overseas;
- emphasise important ideas in early mathematics understanding in a form and language readily understood and, in time, retained by teachers;
- reflect, where possible, the structure of mathematics;
- allow the description of mathematical knowledge and understanding of individuals and groups; and
- form the basis of planning and teaching. (Clarke et al., 2001)

Growth points are useful because they help teachers:

- understand how children learn;
- assess and monitor children’s growth in understanding;
- identify children who are at risk;
- identify the ‘zone of proximal development’ (Vygotsky, 1975) for children’s learning;
- plan and target teaching so that teachers can identify the experiences that will most effectively help children to reach the next growth point in their mathematical understanding.
The Professional learning format involves a pupil free staff development day followed by 7 school days. On these 7 days, the consultant team teaches with participating teachers in their classrooms during the day (9am-3pm) and followed by a two hour professional development session after school.


**Numeracy Matters**

**Description**

*Numeracy Matters* is a component of the *Sydney Archdiocesan Numeracy Strategy*.

The Strategy was first implemented in 2002 beginning with learning in the early years and more recently, progressing into the middle years (Years 5 to 8) and beyond (Years 9 to 12). The Strategy offers teachers professional learning and support in understanding the phases of students’ learning in numeracy. It examines students’ growth points and utilises the practice of observation as a critical evaluative tool. It is both a whole school initiative and personalised numeracy program for students. *Numeracy Matters* will include components of all three phases of the numeracy strategy.

*Numeracy Matters* will address the professional development needs of teachers in deepening their understanding of the NSW K-6 Mathematics Syllabus. The overarching aims of the Numeracy Matters are to improve achievement in numeracy outcomes for all students and to strengthen teacher capacity in the delivery of quality learning experiences.

Key features of the *Numeracy Matters Program* include strengthening the use of the Clinical Interview to assign a *Growth Point* value to particular students to inform the nature and necessity of intervention strategies.

**Research base**


The early years work was based on the *Success in Numeracy Education (SINE)* program developed by the Catholic Education Office, Victoria. Documents such as ‘Descriptors of Effective Implementation’ (Hill & Crevola, 1997) used in the context of numeracy, provide the framework for whole-school approaches to improving learning outcomes.

The Years 5-8 Mathematics project initiative is based on the model of Teacher-Led Development Work (Frost & Durrant, 2003). This model draws upon action research approaches to professional learning, reflective practice, evidence-based school
improvement and teacher leadership.

_Taking off with Numeracy_

**Description**

The program combines professional learning based on the most up-to-date research in mathematics learning and teaching, in-situ coaching and time for teacher reflection.

The professional learning program will assist teachers to use effective classroom tasks that reveal student thinking in key concepts in numeracy (including number, space and measurement) and provide the impulse to make the transition to more efficient modes of thinking.

Teachers will learn how to identify where students solution methods are breaking down, and to provide explicit teaching designed to move the students beyond the identified hurdles. The effectiveness of this approach is reported in *Supporting teachers in the development of young children’s mathematical thinking* (Bobis, Clarke, Clarke, Thomas, Wright, Young-Loveridge, & Gould, 2005).

In particular, teachers will be provided with resources designed to strengthen student’s representational competence in numeracy. Flexible use of multiple representations is a key component of competent mathematical thinking and problem solving (Brenner, Herman, Ho, & Zimmer, 1999).

The professional learning program will go beyond typical workshop and online approaches, although these will be important.

Peer numeracy coaches will work alongside teachers to model, team teach, motivate and provide feedback in classrooms, as well as leading professional learning, collaboration and shared reflection. The impact of peer numeracy coaches will be catalytic, supporting the school leadership team to build a culture and capacity for continuous improvement in numeracy.

The peer numeracy coaches will become proficient at diagnosing foundation numeracy skills with a particular focus on Years 4 to 6, and supporting the in-class diagnosis and explicit teaching of mathematics within their schools.

The research base for the effectiveness of this approach is provided by the *Effective Teachers of Numeracy Study* (Askew, Brown, Rhodes, Wiliam, & Johnson, 1997) carried out in the United Kingdom and *What’s ‘making the difference’?: Achieving...*
outstanding numeracy outcomes in NSW primary schools (Australian Government, 2005).

An intensive professional learning course will be provided to peer numeracy coaches using video conferencing and a range of Web 2.0 tools (e.g. videocasts, RSS feeds).

Research Base


# Mandated NAPLAN Measures

<table>
<thead>
<tr>
<th>Mandated NAPLAN Measures</th>
<th>Target Group</th>
<th>Target Methodology</th>
<th>Targets</th>
<th>Jan 2011 Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students above minimum standard (ALL) (Reading and/or Numeracy)</td>
<td>Year 3 and 5 2010</td>
<td>102 NP schools have chosen reading as their 'focus domain' and 47 have chosen numeracy. Between 2008 and 2010 the percentage of students at or below the minimum standard in the 'focus domain' will be decreased by 5%. This measure will be applied to the aggregated results for students in Year 3 and Year 5. The numbers of students at or below the minimum standard in Year 3 and Year 5 in each school's 'focus domain' will be aggregated and divided by the total number of Year 3 and Year 5 students in NP schools. In 2008 31.1% of Year 3 and Year 5 students in NP schools were at or below the minimum standard in the 'focus domain'. This will decrease to 29.5% in 2010.</td>
<td>In 2008 the percentage of students <strong>above the minimum standard</strong> in the 'focus domain' was 68.9%. This will increase to 70.5% in 2010</td>
<td>15%</td>
</tr>
<tr>
<td>Mean Scale Score (ALL) (Reading and/or Numeracy)</td>
<td>Year 3 and 5 2010</td>
<td>102 NP schools have chosen reading as their 'focus domain' and 47 have chosen numeracy. The average of the Year 3 and Year 5 mean scores for the 'focus domain' will be increased by at least 10 scale scores. This is approximately</td>
<td>In 2008 the average of the Year 3 and Year 5 mean scores in the 'focus domain' was 414.8. This will increase</td>
<td>15%</td>
</tr>
</tbody>
</table>
equivalent to a 5% increase in the number of NAPLAN items answered correctly.

The mean scores for Year 3 students and for Year 5 students will be calculated separately and then the average of these two means will be determined. This two-stage calculation is necessary because the relative number of Year 3 and Year 5 students may vary between 2008 and 2010.

| Students at or above minimum standard (INDIGENOUS) (Reading and/or Numeracy) | Year 3 and 5 2010 | 102 NP schools have chosen reading as their 'focus domain' and 47 have chosen numeracy.

Between 2008 and 2010 the percentage of Indigenous students below the minimum standard in the 'focus domain' will be decreased by 5%. This measure will be applied to the aggregated results for Indigenous students in Year 3 and Year 5.

The numbers of Indigenous students below the minimum standard in Year 3 and Year 5 in each school's 'focus domain' will be aggregated and divided by the total number of Indigenous Year 3 and Year 5 students in NP schools.

In 2008 25.1% of Indigenous Year 3 and Year 5 students in NP schools were below the minimum standard in the 'focus domain'. This will decrease to 23.8% in 2010.

In 2008 the percentage of Indigenous students at or above the minimum standard in the 'focus domain' was 74.9%. This will increase to 76.2% in 2010.

| Students at or above minimum standard (Reading and/or Numeracy) | Year 3 and 5 2010 | 102 NP schools have chosen reading as their 'focus domain' and 47 have chosen numeracy.

Between 2008 and 2010 the percentage of students below the minimum standard in the 'focus domain' will be decreased by 5%. This measure will be applied to the aggregated results for students in Year 3 and Year 5.

The numbers of students below the minimum standard in Year 3 and Year 5 will be calculated separately and then the average of these two means will be determined. This two-stage calculation is necessary because the relative number of Year 3 and Year 5 students may vary between 2008 and 2010.

In 2008 the percentage of students at or above the minimum standard in the 'focus domain' was 88.5%. This will increase to 89.1% in 2010.

5%
5 in each school's 'focus domain' will be aggregated and divided by the total number of Year 3 and Year 5 students in NP schools.

In 2008 11.5% of Year 3 and Year 5 students in NP schools were below the minimum standard in the 'focus domain'. This will decrease to 10.9% in 2010.

| Total NAPLAN Measures |  |  | 40% |
### Local Measures

<table>
<thead>
<tr>
<th>Measure 1: NP LN assessment</th>
<th>Target Group</th>
<th>Target Methodology</th>
<th>Targets</th>
<th>% of reward funding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students in Stages 2 and 3 (Years 3, 4 and 5) in 2010</td>
<td>Standardised assessment in reading and numeracy to measure progress of a larger group of students than those covered by NAPLAN. The tests were administered to students in Years 2, 3 and 4 in 2009 and will follow the progress of this group of students into 2011. The tests are based on the NSW Basic Skills Tests (BST). They are shorter versions of the BST (approx 20 minutes rather than 40 minutes in duration) for the domains of Reading and Numeracy. Tests from the same item bank will be administered in March and August 2010, and again in August 2011. Schools have the choice to only administer the second, third and fourth round of tests in their chosen domain (Reading or Numeracy) rather than both domains. It is expected most schools will only continue with testing in their target domain. The base data and target mean scores would need to be revised in this case, although the methodology will remain the same.</td>
<td>Schools will achieve growth equal to or greater than: a figure halfway between the mean growth achieved for this group of schools in 2007 and that achieved by the state for the relevant domains in the 2007 BST. Mean growth figures are derived from the 2007 BST for Year 3 to Year 5. As student growth is not linear, a factor of 0.6 is applied to the two year growth figure (Year 3 to 5) to calculate expected growth from Year 3 to Year 4, and 0.4 for expected growth from Year 4 to Year 5. The calculation is multiplied by 1.5 to account for an 18 month testing period (rather than the single year). The growth figure for Year 2 is gained by multiplying the expected growth for Year 3 to Year 4 by a factor of 1.6. Mean scale scores for the baseline tests (April 2009) are: Year 2: (L) 42.1 (N) 39.6 Year 3: (L) 48.5 (N) 47.6 Year 4: (L) 52.0 (N) 53.2</td>
<td>20%</td>
</tr>
</tbody>
</table>

Mean scale scores to August 2010 are:
| Measure 2: Data analysis skills assessment | Teachers and principals | Online self assessment of the use of data to improve pedagogy. The Data Analysis Skills Assessment (DASA) measures teacher and school executive use of data in each of 7 domains: Navigating SMART data Analysing SMART data for the classroom Analysing SMART data for the school Integrating school and external assessment Using data to drive pedagogy Ethical practice Professional contribution | There are 7 DASA domains, each with 4 phases of achievement that all schools in the 3 sectors will use. Baseline data has been collected from 113 schools in the government sector.

The average across the 7 common domains of DASA, of teachers ranked in phase 1 (the lowest phase) is 65.5%. The range across the 7 domains is 58% (ethical practice) to 76% (SMART use at school level).

The target for the end of term 3, 2010 is for all schools to lower the percentage of staff in phase 1 in a minimum of 3 of the domains which will reduce the average to 60% in phase 1 across all 7 domains. |
| Measure 3: Leadership | School leaders | Assessment of school practice in literacy and numeracy using the Analytical framework for | Targets will be further established using baseline data which has been collected from participating schools |
effective leadership and school improvement in literacy and numeracy. This instrument articulates 25 statements of best practice at levels (bands) in literacy and numeracy. The initial assessment will provide a school profile that when triangulated with school assessment results and analysis of student assessment data -identifies areas of strength and focus areas for the National Partnership on Literacy and Numeracy school plan. Schools will be provided with a school profile and a set of practical measures for school improvement in literacy and numeracy. Data will be captured at the beginning of the Team Leadership for School Improvement course and at the end of the National Partnership on Literacy and Numeracy. Schools will monitor progress and revise school plans by completing the analytical framework at intervals during the National Partnership on Literacy and Numeracy. It is expected that, when data is gathered in 2010 that at least 50% of participating schools will improve at least one level (band), in at least 50% of the 25 individual statements of the Analytical framework for effective leadership and school improvement in literacy and numeracy.

<table>
<thead>
<tr>
<th>capacity to lead improvement in teaching</th>
<th>effective leadership and school improvement in literacy and numeracy. This instrument articulates 25 statements of best practice at levels (bands) in literacy and numeracy. The initial assessment will provide a school profile that when triangulated with school assessment results and analysis of student assessment data -identifies areas of strength and focus areas for the National Partnership on Literacy and Numeracy. Schools will be provided with a school profile and a set of practical measures for school improvement in literacy and numeracy. Data will be captured at the beginning of the Team Leadership for School Improvement course and at the end of the National Partnership on Literacy and Numeracy. Schools will monitor progress and revise school plans by completing the analytical framework at intervals during the National Partnership on Literacy and Numeracy. It is expected that, when data is gathered in 2010 that at least 50% of participating schools will improve at least one level (band), in at least 50% of the 25 individual statements of the Analytical framework for effective leadership and school improvement in literacy and numeracy.</th>
<th>and is being aggregated.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Local Measures</strong></td>
<td>60%</td>
<td><strong>NAPLAN Reward Funding</strong></td>
<td>40%</td>
</tr>
<tr>
<td><strong>Local Measures Reward Funding</strong></td>
<td>60%</td>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
<tr>
<td>Mandated NAPLAN Measures</td>
<td>Target Group</td>
<td>Target Methodology</td>
<td>Targets</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students above minimum standard (ALL) (Reading and/or Numeracy)</td>
<td>Year 3 and 5 2011</td>
<td>102 NP schools have chosen reading as their 'focus domain' and 47 have chosen numeracy. Between 2009 and 2011 the percentage of students at or below the minimum standard in the 'focus domain' will be decreased by 5%. This measure will be applied to the aggregated results for students in Year 3 and Year 5. The numbers of students at or below the minimum standard in Year 3 and Year 5 in each school's 'focus domain' will be aggregated and divided by the total number of Year 3 and Year 5 students in NP schools. In 2009 25.6% of Year 3 and Year 5 students in NP schools were at or below the minimum standard in the 'focus domain'. This will decrease to 24.3% in 2011.</td>
<td>In 2009 the percentage of students above the minimum standard in the 'focus domain' was 74.4%. This will increase to 75.7% in 2011.</td>
</tr>
<tr>
<td>Mean Scale Score (ALL) (Reading)</td>
<td>Year 3 and 5 2011</td>
<td>102 NP schools have chosen reading as their 'focus domain' and 47 have chosen numeracy. In 2009 the average of the Year 3 and Year 5 mean scores in the 'focus domain' was 426.9. This will increase to 436.9 in 2011.</td>
<td></td>
</tr>
</tbody>
</table>
The average of the Year 3 and Year 5 mean scores for the 'focus domain' will be increased by at least 10 scale scores. This is approximately equivalent to a 5% increase in the number of NAPLAN items answered correctly.

The mean scores for Year 3 students and for Year 5 students will be calculated separately and then the average of these two means will be determined. This two-stage calculation is necessary because the relative number of Year 3 and Year 5 students may vary between 2009 and 2011.

Students at or above minimum standard (INDIGENOUS) (Reading and/or Numeracy)

| Year 3 and 5 | 102 NP schools have chosen reading as their 'focus domain' and 47 have chosen numeracy. Between 2009 and 2011 the percentage of Indigenous students below the minimum standard in the 'focus domain' will be decreased by 5%. This measure will be applied to the aggregated results for Indigenous students in Year 3 and Year 5. The numbers of Indigenous students below the minimum standard in Year 3 and Year 5 in each school's 'focus domain' will be aggregated and divided by the total number of Indigenous Year 3 and Year 5 students in NP schools. In 2009 18.4% of Indigenous Year 3 and Year 5 students in NP schools were below the minimum standard. In 2009 the percentage of Indigenous students at or above the minimum standard in the 'focus domain' was 81.6%. This will increase to 82.5% in 2011. | 10% |
standard in the 'focus domain'. This will decrease to 17.5% in 2011.

| Students at or above minimum standard (Reading and/or Numeracy) | Year 3 and 5 2011 | 102 NP schools have chosen reading as their 'focus domain' and 47 have chosen numeracy. Between 2009 and 2011 the percentage of students below the minimum standard in the 'focus domain' will be decreased by 5%. This measure will be applied to the aggregated results for students in Year 3 and Year 5.

The numbers of students below the minimum standard in Year 3 and Year 5 in each school's 'focus domain' will be aggregated and divided by the total number of Year 3 and Year 5 students in NP schools.

In 2009 8.3% of Year 3 and Year 5 students in NP schools were below the minimum standard in the 'focus domain'. This will decrease to 7.9% in 2011. |

| Total NAPLAN Measures | | In 2009 the percentage of students at or above the minimum standard in the 'focus domain' was 91.7%. This will increase to 92.1% in 2011. |

| | | 10% |

| | | 70% |
# Measures, Targets & Rewards Template - 2012 - National Partnership for Literacy and Numeracy

## Mandated NAPLAN Measures

<table>
<thead>
<tr>
<th>Local Measures</th>
<th>Target Group</th>
<th>Target Methodology</th>
<th>Targets</th>
<th>% of reward funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 1: NP LN Assessment</strong></td>
<td>Students in Stages 2 and 3 (Years 4, 5 and 6) in 2011</td>
<td>Standardised assessment in reading and numeracy to measure progress of a larger group of students than those covered by NAPLAN. The tests were administered to students in Years 2, 3 and 4 in 2009 and will follow the progress of this group of students into 2011. The tests are based on the NSW Basic Skills Tests (BST). They are shorter versions of the BST (approx 20 minutes rather than 40 minutes in duration) for the domains of Reading and Numeracy. Tests from the same item bank will be administered in March and August 2010, and again in August 2011. Schools will administer the fourth round of tests in their chosen domain (Reading or Numeracy) rather than both domains.</td>
<td>Schools will achieve growth equal to or greater than: a figure halfway between the mean growth achieved for this group of schools in 2007 and that achieved by the state for the relevant domains in the 2007 BST. Mean growth figures are derived from the 2007 BST for Year 3 to Year 5. The targets for 2012 reflect one year of growth (from August 2010 to August 2011) rather than the 18 months reporting from April 2009 to August 2010. Target mean scale scores to August 2011 are: Year 4: (L) 53.6 (N) 53.0 Year 5: (L) 55.8 (N) 56.1 Year 6: (L) 57.1 (N) 59.1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Measure 2: Data analysis skills assessment</strong></td>
<td>Teachers and principals</td>
<td>Online self assessment of the use of data to improve pedagogy. The Data Analysis Skills Assessment (DASA)</td>
<td>The target for the end of term 3, 2011 is for all schools to lower the percentage of staff in phase 1 in a minimum of 3 of the domains which will reduce the average to 50% in phase 1 across all 7 domains.</td>
<td>10%</td>
</tr>
</tbody>
</table>
measures teacher and school executive use of data in each of 7 domains:

- Navigating SMART data
- Analysing SMART data for the classroom
- Analysing SMART data for the school
- Integrating school and external assessment
- Using data to drive pedagogy
- Ethical practice
- Professional contribution

DASA is completed online and provides immediate feedback to the user. Once the survey is complete the user's results are mapped for each domain onto the matrix. The user is also provided with access to professional learning materials to assist them to improve skills and awareness of data usage for improving teaching and learning. A personal learning plan is created in the DASA tool which can be monitored by the user over time. Results from DASA can be aggregated at school, school group and state level.

| Measure 3: Leadership capacity to lead improvement in teaching | School leaders | Assessment of school practice in literacy and numeracy using the Analytical framework for effective leadership and school improvement in literacy and numeracy. This instrument articulates 25 statements of best practice at levels (bands) in literacy and numeracy. The initial assessment will provide a school profile that when triangulated with school | It is expected that, when data is gathered in 2011 that at least 80% of participating schools will improve at least one level (band), in at least 80% of the 25 individual statements of the Analytical framework for effective leadership and school improvement in literacy and numeracy. | 10% |
assessment results and analysis of student assessment data, identifies areas of strength and focus areas for the National Partnership on Literacy and Numeracy school plan.

Schools will be provided with a school profile and a set of practical measures for school improvement in literacy and numeracy.

Data will be captured at the beginning of the Team Leadership for School Improvement course in October 2009 and then collected again annually until the end of the National Partnership on Literacy and Numeracy.

Schools will monitor progress and revise school plans by completing the analytical framework at intervals during the National Partnership on Literacy and Numeracy.

<table>
<thead>
<tr>
<th>Total Local Measures</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Reward Funding</td>
<td>70%</td>
</tr>
<tr>
<td>Local Measures Reward Funding</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
<tr>
<td>Domain</td>
<td>Phase 1</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>1 Navigating SMART</td>
<td>Demonstrates ability to access and log in to SMART at school level.</td>
</tr>
<tr>
<td>2 Analysing SMART data for the classroom</td>
<td>Accesses and views some basic data for own class in SMART.</td>
</tr>
<tr>
<td>3 Analysing SMART data for the school</td>
<td>Uses SMART to compare school data with that of the region and the state for the current year.</td>
</tr>
<tr>
<td>4 Integrating school and external assessment</td>
<td>Recognises the different purposes of external and internal assessment.</td>
</tr>
</tbody>
</table>
# Data Analysis Skills Assessment (DASA) matrix

<table>
<thead>
<tr>
<th>Domain</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Using Data to drive pedagogy</td>
<td>Links data results to relevant teaching strategies for improvement in own classroom.</td>
<td>Contributes to data-driven change in practice at whole school level.</td>
<td>Modifies teaching and learning programs and measures the impact of changes to practice over time.</td>
<td>Leads staff in implementation and evaluation of data-driven whole school teaching and learning programs.</td>
</tr>
<tr>
<td>6 Ethical practice</td>
<td>Acknowledges social, legal and ethical issues of data use.</td>
<td>Applies an understanding of the legal and ethical issues of data use.</td>
<td>Engages staff in exploration of the legal and ethical issues of data use.</td>
<td>Monitors, evaluates and leads the integration of ethical practice into all aspects of data use in the learning community.</td>
</tr>
<tr>
<td>7 Professional contribution</td>
<td>Demonstrates a commitment to professional learning by exploring data use to improve the quality of teaching and learning in the classroom.</td>
<td>Contributes to the work of the school in data analysis and interpretation.</td>
<td>Provides informed advice to the school regarding data analysis including the identification of strengths and areas for development.</td>
<td>Actively participates in the evaluation of the school’s approach to data use and analysis.</td>
</tr>
</tbody>
</table>
Analytical framework for effective leadership and school improvement in literacy and numeracy™

A list of the 25 statements in the Analytical framework
The framework contains 22 statements that cover five the dimensions identified by Viviane Robinson (2007) as being leadership practices that have the greatest impact on student learning. There are also 3 statements that relate to communication and the involvement of parents and the community in the literacy and numeracy programs of the school.

1 Human resources are allocated and managed across the whole school so they support the continuous improvement of student achievements in literacy and numeracy.

2 Decisions about school/class timetables and calendars are made to maximise instructional time for literacy and numeracy and to facilitate staff collaboration.

3 Teaching resources including ICT materials are allocated and managed across the whole school so they support the continuous improvement of student achievements in literacy and numeracy.

4 There is clarity and consensus about the school’s goals and expectations in literacy and numeracy.

5 A school plan is developed collaboratively with staff and community members with an emphasis on literacy and numeracy.

6 Whole school goals, targets and priorities in literacy and numeracy are translated into explicit policies and classroom practices.

7 Literacy and numeracy targets in school plans are effective and SMART — Specific, Measurable, Achievable, Relevant and Time framed.

8 The school plan sets improvement priorities in literacy based on a thorough evaluation of student performance data.

9 The school plan sets improvement priorities in numeracy based on a thorough evaluation of student performance data.

10 The school addresses the literacy and numeracy needs of students in an orderly and supportive environment.

11 The school recognises, values and supports the literacy and numeracy needs of a diversity of student learners including Aboriginal and Torres Strait Islander students, students with special needs and non-English speaking students.

12 The school develops effective partnerships with parents and carers to develop and promote literacy and numeracy.
13 Student achievements in literacy and numeracy are reported to their parents and carers.

14 School planning and whole school improvements in literacy and numeracy are shared with the school community.

15 Quality literacy practices are identified and implemented across the school.

16 Quality numeracy practices are identified and implemented across the school.

17 Literacy skills are taught across all key learning areas.

18 Numeracy skills are taught across all key learning areas.

19 School leaders monitor the collection and analysis of students’ literacy and numeracy performance data.

20 Staff members collect and analyse students’ literacy and numeracy performance data.

21 School leaders actively participate in learning about literacy and numeracy.

22 School leaders promote staff discussion and dialogue about literacy and numeracy to have an impact on programs and practices.

23 School leaders are seen by staff as a source of advice and are knowledgeable about literacy and numeracy.

24 Professional learning in literacy and numeracy is strategically planned.

25 The school actively seeks and promotes opportunities to develop leadership capacity in literacy and numeracy.
An example of an analysis framework statement

4. There is clarity and consensus about the school’s goals and expectations in literacy and numeracy.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A few staff members are aware of the school's goals and expectations in literacy and numeracy.</td>
<td>All staff members are aware of the school's goals and expectations in literacy and numeracy.</td>
<td>There is staff clarity and consensus about the school's goals and expectations in literacy and numeracy.</td>
<td>All staff members collaborate to ensure that the school's goals and expectations for literacy and numeracy are embedded in school routines and classroom routines and procedures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All staff members can articulate the school's literacy and numeracy goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The articulation of the school’s literacy and numeracy goals is central to promoting and sustaining a strong learning culture.</td>
</tr>
</tbody>
</table>

- 169 -
## APPENDIX D- Schools participating in the Low Socio-economic Status School Communities National Partnership 2009-2012

### 2009 Government Schools
- Alma Public School
- Anson Street School
- Ashford Central School
- Baradine Central School
- Bingara Central School
- Binnaway Central School
- Bogan Gate Public School
- Boggabri Public School
- Bourke High School
- Bourke Public School
- Bowen Public School
- Brewarrina Central School
- Broken Hill High School
- Broken Hill North Public School
- Broken Hill Public School
- Bundarra Central School
- Buninyong Public School
- Burke Ward Public School
- Buronga Public School
- Burren Junction Public School
- Canobolas Rural Technology High School
- Canowindra High School
- Canowindra Public School
- Capertee Public School
- Carroll Public School
- Condobolin High School
- Condobolin Public School
- Cooerwull Public School
- Coonabarabran High School
- Coonabarabran Public School
- Coonamble High School
- Coonamble Public School
- Cowra High School
- Cowra Public School
- Cullen Bullen Public School
- Cumnock Public School
- Curlew Public School
- Dareton Public School
- Deepwater Public School
- Delungra Public School
- Dubbo College Delroy Campus
- Dubbo North Public School
- Dubbo West Public School
- Dunedoo Central School
- Emmaville Central School
- Enngonia Public School
- Eugowra Public School
- Forbes North Public School
- Gilgandra High School
- Gilgandra Public School
- Glen Innes High School
- Glen Innes Public School
- Glen Innes West Infants School
- Glenroi Heights Public School
- Goodooga Central School
- Gooloongong Public School
- Gravesend Public School
- Grenfell Public School
- Gulargambone Central School
- Gundedah Public School
- Gwabegar Public School
- Hermitdale Public School
- Hill End Public School
- Inverell High School
- Inverell Public School
- Ivanhoe Central School
- Jennings Public School
- Kandos High School
- Kandos Public School
- Koorawatha Public School
- Lightning Ridge Central School
- Lincoln School
- Lithgow High School
- Lithgow Public School
- Lyndhurst Public School
- Macintyre High School
- Mandurama Public School
- Mendooran Central School
- Menindee Central School
- Mian School
- Morgan Street Public School
- Mumbil Public School
- Narromine High School
- Narromine Public School
- Nyngan High School
- Nyngan Public School
- Peak Hill Central School
- Pilliga Public School
- Portland Central School
- Quambone Public School
- Quandialla Central School
- Railway Town Public School
- Ross Hill Public School
- Spring Ridge Public School
- Stuart Town Public School
- Tambar Springs Public School
- Tenterfield High School
- The Henry Lawson High School
- The Sir Henry Parkes Memorial Public School
- Tibooburra Outback School of the Air
- Tingha Public School
- Tooraweenah Public School
- Tottenham Central School
- Trangie Central School
- Trundle Central School
- Tullamore Central School
- Ulan Public School
- Walgett Community College - High School
- Walgett Community College - Primary School
- Walhallow Public School
- Wallabadah Public School
- Wanaaaring Public School
- Warren Central School
- Weilmoringle Public School
- Wellington High School
- Wellington Public School
- Wentworth Public School
- Werris Creek Public School
- White Cliffs Public School
- Wilcannia Central School
- Willow Tree Public School
- Willyama High School
- Windsor Public School
- Woodstock Public School
- Wyangala Dam Public School
- Wytailiba Public School
- Yeoval Central School
- Yetman Public School
- Zig Zag Public School

### 2009 Non-Government Schools
- St Francis Xavier Primary School
- Lake Cargellico
- St Joseph’s School Eden
- St Mary’s School Batlow
- St Plus X Primary School
- Windeyer Public School
- Wollar Public School
- Woodstock Public School
- Wyangala Dam Public School
- Wytailiba Public School
- Yeoval Central School
- Yetman Public School
- Zig Zag Public School

### 2010 Government Schools
- Adaminaby Public School
- Alexandria Park Community School
- Ardlethan Central School
- Banksia Road Public School
Bankstown North Public School
Bankstown Public School
Bankstown South Infants School
Bankstown West Public School
Barellan Central School
Barraba Central School
Barrack Heights Public School
Bass High School
Bega Public School
Bendemeer Public School
Beralta Public School
Berkeley Public School
Birrong Boys High School
Birrong Girls High School
Birrong Public School
Bonnyrigg Public School
Bowning Public School
Cabbage Tree Island Public School
Casino High School
Casino Public School
Casino West Public School
Cassilis Public School
Cessnock East Public School
Cessnock High School
Cessnock Public School
Cessnock West Public School
Chatham High School
Chatham Public School
Chester Hill High School
Chester Hill Public School
Chifley College Bidwill Campus
Chifley College Dunheved Campus
Chifley College Mount Druitt Campus
Chifley College Shalvey Campus
Condell Park High School
Coopernook Public School
Cootamundra High School
Cootamundra Public School
Corrimal High School
Cringila Public School
Drummond Memorial Public School
E A Southee Public School
Eden Marine High School
Eden Public School
Edgware School
Elands Public School
Frank Partridge VC Public School
G S Kidd Memorial School
Glebe Public School
Gloucester Public School
Goonellabah Public School
Goulburn North Public School
Goulburn Public School
Green Square School
Greenacre Public School
Gunnedah High School
Gunnedah South Public School
Guyra Central School
Halinda School
Hampden Park Public School
Harrington Public School
Hebersham Public School
Hillvue Public School
Hunter River High School
Illawarra Senior College
Iluka Public School
Irrawong High School
Irrawong Public School
Karningul School
Karooa Public School
Kempsey East Public School
King Park Public School
Koonawarra Public School
Kyogle High School
Kyogle Public School
La Perouse Public School
Lake Heights Public School
Lake Illawarra South Public School
Lidcombe Public School
Lismore South Public School
Macksville High School
Macksville Public School
Maclean High School
Maclean Public School
Mainsbridge School
Martindale Public School
Mathoura Public School
Matraville Sports High School
Medlow Public School
Melville High School
Merriwa Central School
Millfield Public School
Mogo Public School
Moorland Public School
Moruya High School
Moulamein Public School
Mount Druitt Public School
Mount George Public School
Mount Lewis Infants School
Mount View High School
Mount Warrigal Public School
Murrurundi Public School
Muswellbrook South Public School
Nabiac Public School
Nambucca Heads High School
Nambucca Heads Public School
Narrandera East Infants School
Narrandera High School
Narrandera Public School
Nowra Public School
Nulkaba Public School
Old Bonalbo Public School
Pacific Palms Public School
Parkview Public School
Parry School
Paxton Public School
Peel High School
Port Kembla Public School
Prairiewood High School
Premer Public School
Primbee Public School
Queanbeyan South Public School
Quirindi High School
Raymond Terrace Public School
Regents Park Public School
Rouchel Public School
Sefton High School
Sefton Infants School
Smithfield Public School
South Grafton High School
South Grafton Public School
St Marys North Public School
St Marys Public School
St Marys Senior High School
Stockinbingal Public School
Stratford Public School
Stuarts Point Public School
Sussex Inlet Public School
Tamworth West Public School
Taree High School
Taree Public School
Taree West Public School
Towamba Public School
Tuncurry Public School
Ulmarra Public School
Ungarie Central School
Urbenville Public School
Villawood East Public School
Villawood North Public School
Wakool Public School
Wangue Park School
Warilla Public School
Warragong Public School
Weethalle Public School
Windang Public School
Wingham Brush Public School
Wingham Public School
Woodenbong Central School
Wooli Public School
Yagoona Public School

2010 Non-Government Schools

St Joseph's School Walgett
St Joseph's School Mungindi
St John's School Baradine
St Peter's Primary School Stockton
Holy Family School Granville East
Sacred Heart School Cabramatta
Sacred Heart School Villawood
Our Lady of Mount Carmel Primary School Waterloo
St Therese School Sadlier
St John's Primary School Auburn
St Jerome's School Punchbowl
St Joseph's School Lakemba
St Joseph the Worker School Auburn South
St Therese's Community School Wilcannia
St Patrick's School Bewarrina
St Joseph's School Peak Hill
St Ignatius' School Bourke

Al Amanah College Bankstown
Al Faisal College Auburn
ALESCO Learning Centre Lismore
Green Valley Islamic College Koinonia Christian Academy Bourke
Macarthur Adventist School Minimbah Primary School Armidale
South Granville Christian School
Namoi Valley Christian School
Pal College of Mathematics and Science
Tantable Falls Community Primary School
Wellington Christian School

Aldavilla Public School
Ariah Park Central School
Arthur Phillip High School
Bankstown Senior College
Barkers Vale Public School
Barmedman Public School
Baryulgil Public School
Bega West Public School
Bellambi Public School
Bellbrook Public School
Belmore Boys High School
Belmore North Public School
Berkeley West Public School
Bidwill Public School
Blackett Public School
Blairmount Public School
Bomaderry Public School
Bonnyrigg High School
Boree Creek Public School
Bradbury Public School
Briar Road Public School
Busby West Public School
Cabramatta High School
Cabramatta Public School
Cabramatta West Public School
Callaghan College Waratah Technology Campus
Campbellfield Public School
Campbelltown East Public School
Canley Heights Public School
Canley Vale High School
Canley Vale Public School
Carramar Public School
Carrington Public School
Chester Hill North Public School
Chifley College Senior Campus Chullora Public School
Claymore Public School
Cobargo Public School
Comboyne Public School
Copmanhurst Public School
Coral Public School
Cudgen Public School
Dawson Public School
Delegate Public School
Doonside Public School
Dorchester School
Dorrigo Public School
Drake Public School
Dundurrabin Public School
Edensor Park Public School
Emerton Public School
Eungai Public School
Fairfield Heights Public School
Fairfield High School
Fairfield Public School
Fairfield West Public School
Fairvale High School
Fairvale Public School
Fennell Bay Public School
Fern Bay Public School
Fingal Head Public School
Frederickton Public School
Ganmain Public School
George Anderson Walpole School
Girrakool School
Green Hill Public School
Grevillia Public School
Grong Grong Public School
Harrington Street Public School
Hume Public School
Induna School
James Busby High School
John Warby Public School
Junoec High School
Junoec Public School
Katoomba North Public School
Kemblawarra Public School
Kinchela Public School
Kitchener Public School
Kotara School
Kurri Kurri High School
Kurri Kurri Public School
Lakemba Public School
Lansdowne Public School
Lansvale East Public School
Lansvale Public School
Laurieton Public School
Lethbridge Park Public School
Lowanna Public School
Madang Avenue Public School
Marrickville High School
Marsden Park Public School
Merewether Public School
Millbank Public School
Moorebank High School
Morisset Public School
Moruya Public School
Murrwillumbah East Public School
Murrwillumbah South Infants School
Niland School
Nimmitabel Public School
Noumea Public School
Nowra East Public School
Numeralla Public School
Nymboida Public School

2011 Government Schools

Airds High School
Albert Park Public School
Oxley Park Public School
Pelaw Main Public School
Plattsburg Public School
Plumpton House School
Punchbowl Boys High School
Punchbowl Public School
Quama Public School
Rappville Public School
Sanctuary Point Public School
Sarah Redfern High School
Shalvey Public School
Shoalhaven High School
Sir Joseph Banks High School
Spencer Public School
St Johns Park High School
St Johns Park Public School
Stanford Merthyr Infants School
Sunning Hill School
Tabulam Public School
Tarcutta Public School
Tarro Public School
The Entrance Public School
The Meadows Public School
Tighes Hill Public School
Toronto Public School
Toukley Public School
Tregear Public School
Tucabia Public School
Tuntable Creek Public School
Tweed Heads South Public School
Tyalgum Public School
Uki Public School
Ulong Public School
Urunga Public School
Wakefield School
Wamoo Public School
Wardell Public School
Warrawong High School
Wauchope Public School
Weston Public School
Whalan Public School
Whitton Public School
Wiangaree Public School
Wiley Park Girls High School
Wiley Park Public School
Willawarrin Public School
William Bayldon Public School
Willmot Public School
Windale Public School
Woodberry Public School
Woodburn Public School
Woodland Road Public School
Wyndham Public School
Wyoming Public School
Wygong Grove Public School
Wygong Public School
Yennora Public School
Yerong Creek Public School

2011 Non-Government Schools

St Mary’s Central School
Wellington
St Mary’s Primary School
Bowraville
St Joseph’s Primary School
Coraki
Mary Mackillop College
Wakeley
Holy Spirit College Lake Cemba
St Mel’s Primary School
Campsie
Patrician Brothers College
Fairfield
Our Lady of Mount Carmel School
Bonnyrigg
St Brendan’s School
Bankstown
St Francis of Assisi School
Warrawong
St Patrick’s School Port Kembla
All Hallows Primary School
Gulgong
St Joseph’s Primary School
Eugowra
St Peter’s Catholic College
Tuggerah
St Joseph’s Primary School
Belmore
St Brendan’s Primary
School Ganmain
St Columba’s Primary
School Berrigan
St Joseph’s Primary School
Jerilderie
Sacred Heart Primary
School Tocumwal
All Saints Primary School
Tumbarumba
St Michael’s Primary School
Deniliquin
St Mary Star of the Sea
Primary Milton
Al Noori Muslim Primary School
Greenacre

Al Sadiq College
Blacktown Youth College
Incorporated
Kempsey Adventist School
Sydney Adventist College
Auburn Campus

2012 Government Schools

Ashcroft High School
Ashcroft Public School
Ashmont Public School
Auburn Girls High School
Auburn Public School
Auburn West Public School
Ballina Public School
Balranald Central School
Barwon Learning Centre
Batlow Technology School
Berrigan Public School
Blaxcell Street Public School
Boggabilla Central School
Bonalbo Central School
Bowraville Central School
Braddock Public School
Brungle Public School
Busby Public School
Cartwright Public School
Coffs Harbour Learning Centre
Coffs Harbour Public School
Collarenebri Central School
Cuffa Public School
Cunnamulla Public School
Darlington Point Public School
Euabalong West Public School
Gillwinga Public School
Glenfield Park School
Granville Boys High School
Granville East Public School
Granville South High School
Granville South Public School
Griffith Public School
Guildford Public School
Guilford West Public School
Guiseppe Public School
Heckenberg Public School
James Meehan High School
Jerilderie Public School
Kempsey High School
Kempsey South Public School
Kempsey West Public School
Lake Cargelligo Central School
Lawrence Hargrave School
Les Powell School
Liverpool Boys High School
Liverpool Girls High School
Liverpool Public School
Liverpool West Public School
Lurnea High School
Lurnea Public School
Manilla Central School
Manning Gardens Public School
Marsden Road Public School
Merrylands High School
Miller High School
Miller Public School
Moree East Public School
Moree Public School
Moree Secondary College Albert St Campus
Moree Secondary College Carol Ave Campus
Mount Austin High School
Mount Austin Public School
Mount Pritchard East Public School
Mount Pritchard Public School
Mungindi Central School
Murrumburrah High School
Murrumburrah Public School
Narrabri West Public School
Nimbin Central School
Nundle Public School
Oaklands Central School
Old Guildford Public School
Penrith Valley Learning Centre
Putland School
Sadleir Public School
Shepherds Park School
Somerton Public School
The Bidgee School
Tolland Public School
Toomelah Public School
Tylla Public School
Urana Central School
Verona School
Warwick Farm Public School
Wee Waa High School
Wee Waa Public School
Westdale Public School
Westfields Sports High School
Westport Public School
Windsor South Public School
Young North Public School

Holy Trinity School Granville
Trinity Catholic College Auburn
St Joseph’s Primary School Tenterfield
Carroll College Broulee
St Patrick’s Primary School Macksville
St Mary’s High School Casino
St Patrick’s Primary School Cessnock
St Joseph’s Primary School Taree
St Joseph’s Primary School Merriwa
St Joseph’s Primary School Gloucester
St Joseph’s Primary School Wingham
Delany College Granville
St Patrick’s Primary School Guildford
Red Bend Catholic College Forbes

Australian International Academy Strathfield
Iqra Grammar College Minto
Malek Fahd Islamic School
Rainbow Ridge School for Steiner Education Nimbin
Rissalah College
St Hurmizd Assyrian Primary School

2012 Non-Government Schools

St Joseph's Primary School West Kempsey
St Paul's College West Kempsey
Holy Family Primary School Emerton
Appendix E – Research base for the Low SES School Communities
National Partnership


